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ABSTRACT

Covering 1978-1979, the third annual report of the Partnership for Rural Improvement (PRI) highlights the progress made toward major program objectives and points out certain weaknesses in the model. Section I discusses program rationale, program design, and evaluation research design. Section II summarizes a selection of the major achievements which can be largely or partly credited to initiatives through PRI. Sub-headings of this section are: interorganizational development, institutional development, local project development, training and preparation of educational materials, documentation and evaluation, and unanticipated outcomes. Section III, cn program analysis, focuses on areas of effectiveness and inadequacy in the model, and discusses: obstacles to use of partner resources; use of research; project proliferation; sub-regional variation; program associates; communication and evaluative feedback; partner contributions; allocation of institutional resources; and status of progress toward PRI goals. Section IV outlines plans for 1979-80. Section V contains financial management and budget information. Appendix A describes all major activities of PRI. Appendix B includes case studies which illustrate how specific projects have implemented the PRI concept. Appendix C contains a summary and recommendations of the external evaluation. Appendix D discusses the basis for the PRI model. (CM)

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PARTNERSHIP FOR RURAL IMPROVEMENT

AN EMERGING RURAL PLANNING AND DEVELOPMENT MODEL

Annual Report
1978-1979

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PARTNERSHIP FOR RURAL IMPROVEMENT: AN EMERGING RURAL PLANNING AND DEVELOPMENT MODEL

ANNUAL REPORT
1978-1979

W. K. KELLOGG FOUNDATION
Bbattle CREEK, MICHIGAN

Richard A. Hagood
Program Administrator

Washington State University
Pullman, Washington
July, 1979

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EXECUTIVE SUMMARY

The Partnership for Rural Improvement was initiated in 1976, after three years of planning and preparation; grant support from the W. K. Kellogg Foundation and other forms of support from the collaborating partners provided the financial and organizational base. As the program enters its fourth year there is evidence of major progress toward the objectives outlined in the implementing proposal. An alternative model for rural planning and development is emerging from the collective efforts of partner institutions and agencies.

The Partnership now serves as an organizing and educating enterprise which helps promote the application of knowledge, skills, issue resolution processes, planning procedures, and developmental tools to the practical problems and opportunities in rural regions. PRI initiates activities to establish linkages between individuals, task groups, organizations, communities, regional bodies, and agencies or institutions; collaborative organizing units are convened when appropriate; experiments with new professional roles are undertaken; and educational activities are sponsored in response to requests by citizen groups or other interested bodies.

Evaluative research is central to the program design, as a tool for learning from the events and experiences in which PRI is involved. Evaluation activity attempts to identify and measure or document the factors which contribute to effective or ineffective activities.

The third year of program operation (1978-1979) served to illustrate the viability of the PRI model, although with some indications of need for altering component parts. More than 85 projects of varying scope and duration are underway with PRI as one of the sponsoring units. Without exception projects are collaboratively conceived and developed, although PRI staff often play a lead

role in establishing the initial goals and organization. The projects include interorganizational linkage development efforts, development of increased capacity in partner institutions to offer services for rural regions, development of capacity increasing projects at neighborhood, community and regional levels, design and development of educational programs and materials, and design or development of documentation and evaluation procedures.

Interorganizational activity has included the further strengthening of the program base through jointly supported staff and offices at Wenatchee Valley College, Big Bend Community College, Spokane Community College District 17, Eastern Washington University and Washington State University. A Regional Coordinating Committee representing the partner institutions and agencies provides increasingly sophisticated policy guidance to the program, while increasing the linkage and communication between partners.

New graduate degree programs, and a re-orientation of other graduate programs, are underway at Eastern Washington University and Washington State University--with the specific intention of preparing professionals for the new roles under test in PRI programs. PRI staff were heavily involved in graduate program design and securing external funding to support the new graduate educational thrusts.

Several new units with a community or public service focus have been created or are in the process of creation in partner institutions. For example, Wenatchee Valley College has formed a new Community Resource Center; Eastern Washington University has created a new School of Public Affairs and is proposing a new Community Service Center; Washington State University is seriously considering re-organization and expansion of continuing education and public service programs, possibly to be located in a new physical structure designed to facilitate more effective and expanded programs. PRI has played a significant role in the conception and design of each of these new or potential units.

New projects have been initiated to focus specifically on the impacts of, and adjustments to, resource development programs in the region. Mineral development and energy development have become major activities since the initiation of PRI--and program staff working with partner institutions and agencies are receiving numerous requests to apply the "model" to management of development generated by the new resource use and accompanying population influx.

PRI staff have been heavily in demand for design and teaching of workshops and conferences in community development, leadership training, community education, basic planning processes, growth management techniques and a variety of other educational activities. In each instance PRI staff worked with partner staff in every phase of educational programs. A variety of educational materials were completed during the past year, including a growth impact assessment handbook, video-tapes on local government financial management and on the needs of rural women, a book drawing partially from the PRI experience to present a new perspective on rural society and environment, and a proceedings monograph from the annual PRI Forum which explains and illustrates the potential for more future oriented planning.

An external evaluation team visited the PRI region and prepared a very helpful analysis of the strengths and weaknesses of the PRI model as it presently operates. The report has been widely used as a basis for strengthening and adjusting organization, procedures and priorities. Case studies were prepared on several projects as a basis for increasing detailed understanding of critical events, roles and effectiveness for sub-parts of the larger PRI model, while illustrating the implementation of the model in specific situations.

The original proposal which provided the basis for implementation of PRI contained a set of eight critical elements considered to be esstential components of the program. At the end of the third year substantial progress is evident toward the achievement of each element, although additional work

is clearly needed to more adequately test and clarify the relevance of each part. This additional work provides the major basis for the fourth year goals.

Among other activities projected for the fourth year, several will be of major importance: (1) examine the potential long range viability of the present organizational structure, (2) emphasize further development of the community service and continuing education units in partner institutions and agencies, (3) further develop the capacity of PRI staff and partner staff to effectively respond to requested assistance or educational activities which might help resolve local problems or which might facilitate the realization of new opportunities, (4) publish additional reports and monographs arising from PRI activities and experience, and (5) undertake a major summary documentation and evaluation process which attempts to further articulate and clarify the relationship of the PRI approach to alternative rural planning and development models.

Excitement, enthusiasm and appropriately critical attitudes characterize the reaction to PRI in the first three years, as revealed in surveys of staff, project participants and in program planning conferences. There is evidence of a general confidence that PRI represents a signficant new energizing and organizing force in the region and in the collaborating institutions. However, the optimism is tempered and enriched by the skepticism exhibited by those observers and participants who want further proof that this new enterprise does in fact represent a useful departure from the traditional procedures for serving rural regions.

PREFACE

Programs like the Partnership for Rural Improvement upset many of the conventional organizational customs. The need to examine and implement innovations in the delivery of services to rural areas often produces projects and activity that do not conform to the usual way of doing business. In some ways this represents a threat. Yet the Partnership for Rural Improvement has been encouraged to explore new approaches and new patterns of organization.

Support from member agencies and institutions in the partnership has been outstanding. Major credit for program success goes ultimately to the administration and staff of partner organizations who have taken the opportunity to innovate.

The preparation of this third Annual Report to the W. K. Kellogg Foundation is the product of many people. My thanks to the partners, members of the sub-regional committees, and the Regional Coordinating Committee for their contributions. The diligent and capable staff of PRI (listed on the following page) also deserve recognition for reporting the activity described in this document. To William R. Lassey, Program Associate for Evaluation, goes my special thanks for collating the information and drafting this report.

People trying to solve significant human problems make the Partnership for Rural Improvement what it is; the preparation of this report is one more chapter in that emerging enterprise.

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I. INTRODUCTION: THE EMERGING MODEL

The Partnership for Rural Improvement (PRI) was formed in 1976 by a number of educational institutions in consultation and with joint participation of public agencies responsible for rural planning and development in an eleven-county region of north central and northeastern Washington. The programming model employed by the managers of the program has been heavily inductive. Adjustments in the direction of the Partnership are made as knowledge and experience are accumulated. For the most part, the need for adjustments is reduced as the program matures. Only modest course corrections are therefore called for as PRI enters the fourth year of Kellogg Foundation support.

Program Rationale

The basic rationale for the Partnership for Rural Improvement is summarized briefly here and is expanded to greater detail as part of Appendix D. The potential for improvement of a community or region is limited in part by the availability of internal and external resources. Development of internal resources is often dependent on the ability of governmental jurisdictions and non-government organizations to use external resources. Local and regional governmental units often do not have sufficient internal resources to unilaterally undertake improvements and are therefore dependent on external resources to plan and implement rural improvement. Frequently, these resources are available through private and public organizations with headquarters outside the area. On the other hand, outside agencies and organizations have professional and/or financial resources mandated for rural development but are dependent upon local decisions for the appropriate allocation of their resources.

Furthermore, the rural region, local jurisdictions and organizations are dependent upon conveners, educators, and continuing logistical support. The assumption is that the desired output--rural improvement--will be greater as a consequence of collaborative effort, greater utilization of knowledge and a combination of local and external resources, in contrast to independent and unilateral actions taken separately by each local community, external agency or organization.

The relationship between the various elements of the emerging model are summarized in Figure 1. The program scheme assumes that the ultimate goal of rural improvement is enhancement of the quality of rural life for individual citizens accompanied by the preservation or improvement of environmental quality. The organizations and institutions through which citizens and officials collectively fulfill the public mandate serve as the mechanisms for enhancement.

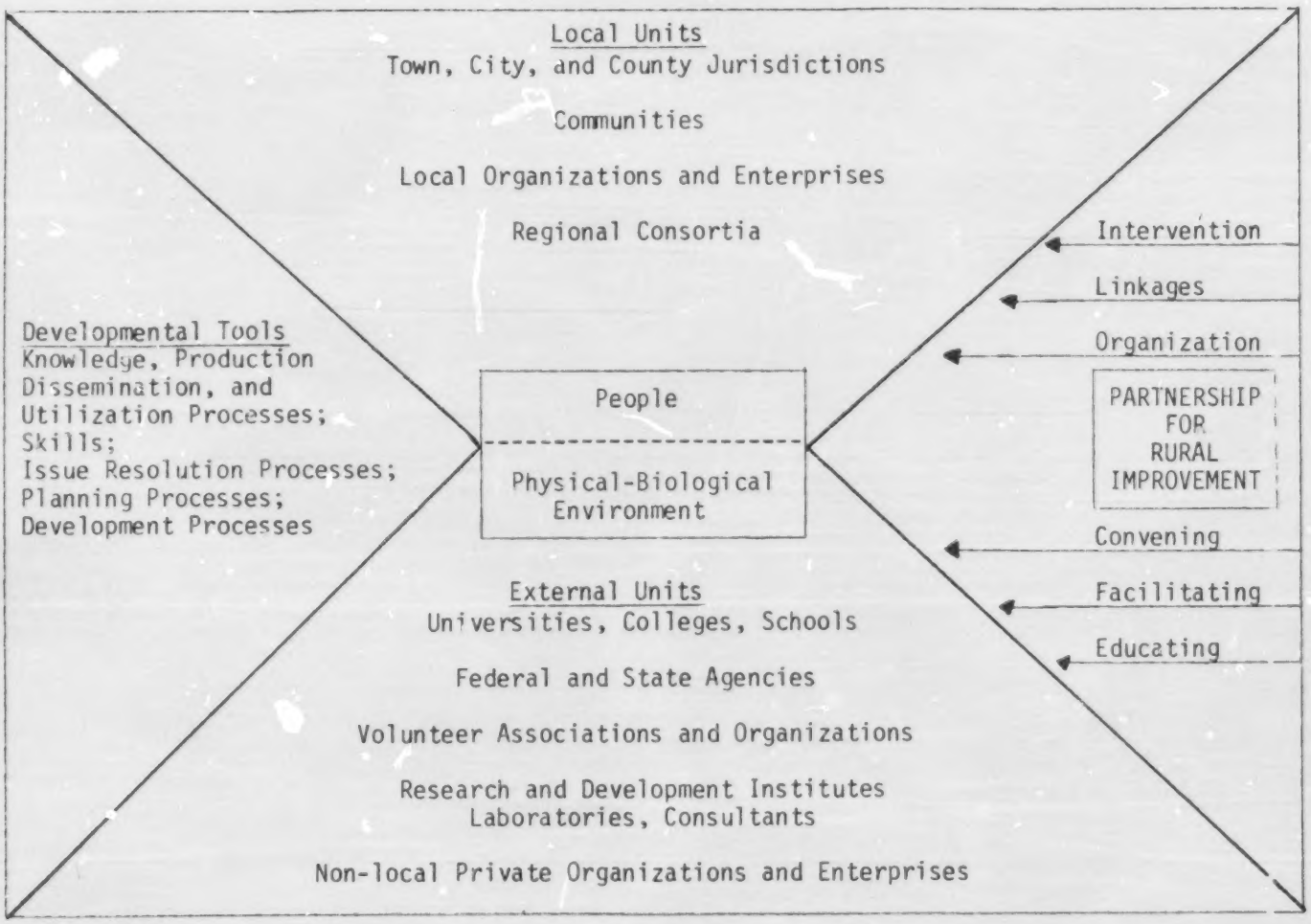
External resources in the forms of knowledge, skills, and problem-solving, planning or development processes are delivered through organizations and institutions. The Partnership for Rural Improvement serves as a facilitating mechanism in the eleven-county region to help further develop external and internal resources as well as the procedures, organization and other tools for rural development. PRI initiates interventions to establish organizational and communication linkages, applies existing knowledge and skills, convenes collaborative opportunities, assists the formation of new organization and trains people for new professional roles.

Program Design

Initiators of the Partnership for Rural Improvement could have chosen one of a number of traditional approaches to plan the program development strategy which would guide PRI. In a 1969 study of 4000 cases of planned

Figure 1

Major Elements in the Partnership for Rural Improvement



innovations, Havelock[1] identified three major types, any one of which could have been used to implement the program. The three approaches can be summarized briefly:

The research, development and diffusion perspective is characterized by a rational sequence of events flowing from basic research to applied research, development, production and packaging of a program which would then be disseminated to a relatively passive consumer. In short, PRI would have researched thoroughly the major issues in rural planning and development and then began the process of marketing this information to the public. The strength of this approach is the ability to deal with issues at the macrosystematic and policy levels. The criticism is that it is over-rational, over-idealized, excessively research oriented, inadequately user oriented and of little immediate relevance to the needs of public service consumers.

A second perspective is identified as social interaction. In general, this approach features an empirical research perspective with focus on the flow of an innovation through a social system. If PRI would have used this model near exclusive attention would have been given to educating or persuading opinion leaders and/or the power structure of the need for improved planning and development. The assumption is: if key people can be influenced to support improved rural planning and development then acceptance would flow easily through the social network. The strength of this approach is the emphasis on the processes of adoption. Its major weakness is the tendency to ignore the organizational setting in which individuals operate which either assists or hinders their ability to accept a different way of doing business.

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[1] Ronald G. Havelock, et al. Planning for Innovation Through the Dissemination and Utilization of Knowledge. Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1969.

The problem solving perspective is a third approach. The focus here is on use of a structured problem-solving process by individuals, groups, organizations and communities. This model has its base in the human relations tradition of planned change and is basically a user-oriented approach. Without first knowing the needs of the users any information packaged for dissemination is meaningless. The question is asked "research for what." Less emphasis is put on basic research than on the internalization of new knowledge and behaviors within the problem solving unit. If PRI were to have used this approach exclusively, local projects and the effective use of local resources would have been the focus, with relatively little attention to resource agencies and region-wide concerns. Its strength lies in the assumption that user-initiated change has the best chance of long-term maintenance. The major weakness is the lack of a procedure to allow new ideas to be adopted in short order by a large number of people.

Given the strengths of each of these approaches the obvious program development choice for PRI was to combine the best features of the three models. Havelock refers to this approach as the linkage model. PRI is a linkage model which attempts to relate available knowledge to development potential in direct association with the social interaction focus on opinion leaders and power structures. These alternative approaches are further linked with a primary concern for the needs of rural individuals, localities and communities. The uniqueness of PRI is less in the originality of any of its separate elements and more in the structure of linkages among communities and organizations concerned with rural planning and development. The major program thrust is thus on developing the structures, mechanisms and roles devoted to linkage building and maintenance.

Since the program development strategy is purposely inductive and experience based, PRI evaluation research is particularly crucial to effective

programming. The program attempts to take full advantage of existing knowledge, continuously supplemented by experience based learning.

Evaluation Research

Since the Partnership for Rural Improvement has several major goals, and involves a wide range of collaborating partners, drawing a clear relationship between activities and outcomes is a formidible task. Straightforward field experimental design is largely impossible because precise control of major input variables can often be only partially attributed to deliberate program interventions. A wide variety of intervening variables are constantly at work. Consequently, the evaluation research design is modeled after a procedure termed "process oriented qualitative research."

Post-activity surveys, participant observation, record documentation, and systematic case studies are included among the evaluation activities in such designs. The descriptive and analytical information gathered through these procedures serves two major functions: periodic program appraisal and outcome evaluation. That is, the data can be used to generate staff and administrator evaluations of program operation at arbitrarily chosen points in time (after major projects or annually, for example) and the relationship between program interventions and major outcomes can be assessed as projects are completed. Interventions can be considered similar to a stimulus introduced as part of experimental designs, even though it is impossible to exercise the controls usually associated with deliberate experiments. However, to the extent that systematic description of program operation is possible. The effects of specific activities on outcomes can be assessed with substantial objectivity.

Process description and critical incident analysis serve to document events and projects in each major phase of the program through a systematized monitoring system that gathers descriptions of activities as they are recorded

or recalled by key participants. These methods lead to periodic assessment during program developmental stages and serve as a description of interventions. Consequences or outcomes of interventions are evaluated based upon overlapping indicators, including perceptions by participants or observers.

Outcome evaluation employs data collection designed to measure specific changes arising from operationalized objectives. Evaluation occurs in the form of rigorous case studies of projects; major field experiments are evaluated using selected objective indicators to assess goal achievement. Outcome evaluation further attempts to measure specific changes or developments in organizational arrangements among collaborating institutions and within subparts of the principal participating organizations. Programs focusing on institutional development of this order require sufficient flexibility to allow for unforseen alterations in programmed events or processes.

Pre-program and post-program measurements are incorporated based on data currently available from earlier research in the target region. Prior studies have measured inter-organizational relationships and collaboration between local agency leaders, local planning agencies, and other rural development organizations.

Surveys of highly involved program participants and marginal participants or observers were undertaken in 1978, after the program was well underway but before significant outcomes had been recorded. Surveys of similar populations will be undertaken in 1980 to measure possible alterations in perceptions and to generate evaluative feedback.

Evaluations of most major events have been undertaken on a pre-event and post-event basis, to secure immediate feedback from participants about effectiveness of procedures and utility of program content. The data from such evaluations will provide a collection of evaluative information which can be included as part of summative evaluation during the fourth year of program activity.

An external review team was invited to systematically examine the program during February of 1979, with a second external evaluation projected for roughly the same period in 1980 (summary results from the first external review are noted in Appendix C). Focused evaluation is included as part of annual planning "retreats" involving staff and other program participants, relying heavily upon examination of participant experience in program implementation.

Comparison between sub-regions was included as part of the external review, and is a continuing part of the documentation process. Since each of the three sub-regions operates somewhat independently and distinctly from other sub-regions, comparisons of major differences in approach and outcomes are of major interest.

Finally, publications describing rural planning and development models implemented in other locations of the United States are in process of review and analysis--to provide a basis for comparing the PRI model with other somewhat comparable efforts. Examination of alternative models will enable the evaluation research effort to compare and contrast consequences of the PRI approach with alternative possibilities.

Conclusion

The Partnership for Rural Improvement is an emerging model based on a solid knowledge foundation. The working strategy has been deliberately developmental, to implement the rationale and design proposed by the initiators of the project. Evaluation efforts are enabling the program managers to adjust program direction based on a continuing influx of new and objective data.

II. PROGRESS REPORT, 1978-1979

The third year of program activity helped to illustrate the viability of the Partnership model. Significant progress toward major program objectives is evident. Certain weaknesses in the model are also becoming visible, suggesting the need for selected adjustments in organization and strategy. This section summarizes a selection of the major achievements which can be largely, or in part, credited to initiatives through the Partnership during 1978-79 or earlier. The following section (PROGRAM ANALYSIS) focuses more directly on areas of inadequacy in the model which may require change in design or further development activity.

Appendix A describes all major activities in which PRI has had sufficient influence to make a substantial difference in outcomes; only a selection of the activities are discussed here. It should be strongly emphasized at the outset that nearly all of the projects and events described in this report are collaborative. That is, each activity should also appear as part of any annual reports for participants in PRI; partner institutions and agencies assumed substantial leadership in each activity and deserve major credit.

Interorganizational development, institutional development, local project development, training and preparation of educational materials, documentation-evaluation and unanticipated outcomes serve as the major sub-headings for this section. There is obviously major overlap among, and interaction between, these somewhat arbitrarily selected major activity categories.

Interorganizational Development

Most PRI activities might be listed under a section entitled "Interorganizational Development." However, the focus here is limited to the mechanisms

used to generate interorganizational collaboration.

The effort to develop joint projects and joint budgets for projects has been substantially strengthened during this 1978-79 period. All of the PRI staff located away from Washington State University are now jointly supported by Kellogg Foundation funds and local institutional funds. Program associates have offices at Eastern Washington University, Wenatchee Valley College, Big Bend Community College, Spokane Falls Community College and Washington State University. In every case the home institutions provide part of the operating budget and offer major support to program activity. There is variation between institutions in the level of support and degree of resource commitment to the program. Nonetheless, since there was very little joint activity prior to initiation of the Partnership, the clear evidence of substantial progress in collaborative programming and budgeting is encouraging.

The Regional Coordinating Committee, which has policy responsibility for the Partnership, is representative of Partner institutions; its membership was broadened and strengthened during the past year. Increased participation of federal and state agencies has been particularly significant. As the number and range of activities has expanded, committee members require more time to keep abreast of the wide range of projects undertaken in each of the three sub-regions and within the Partner institutions. Although the increased number and complexity of activities has made it difficult for Regional Coordinating Committee members to maintain a continuing overview of program development, there is strong evidence of continuing commitment and contribution to further development of interorganizational linkages.

Institutional Development

Master's degrees were implemented in Urban and Regional Planning at Eastern Washington University and in Rural and Regional Planning at Washington

State University. The programs were cooperatively developed and approved as a joint activity between the two institutions. The purpose of both programs is to educate new professionals, or provide in-service career re-direction, in collaborative and comprehensive planning with smaller municipalities and rural jurisdictions. Many of the educational components of the graduate programs have been pre-tested in PRI projects and represent a new thrust in graduate training programs for planners. Several students in both programs have served (or are serving) internships in PRI projects; others are doing their theses in association with PRI activities.

A new emphasis on training of planner-facilitators is a part of graduate program development at Eastern Washington University, within the planning and public administration curricula. This represents a deliberate effort to provide professional training for the kind of role fulfilled by PRI program asscciates in the communities and regions where they work.

PRI participated in the preparation of a grant application to the U.S. Department of Health, Education and Welfare to implement a new Training Program in Social and Community Problem-Solving, for pre-doctoral and post-doctoral students in the Department of Sociology at Washington State University. The grant (approximately $333,000 over three years) will provide resources to prepare social scientists to directly apply their knowledge and skills to the practical problems of solving community problems. Some of the students will do internships and conduct evaluation research in association with PRI projects. Their activities will contribute directly to understanding and improving the PRI approach to community and regional planning and development.

The School of Public Affairs was formed at Eastern Washington University as a major effort to expand university activity in public service. The new unit combines several former programs under the administration of a Dean of the School of Public Affairs. Many of the activities undertaken by Eastern

Washington University as part of the Partnership for Rural Improvement are now within the management structure of the new unit. For example, the Department of Urban and Regional Planning and the Public Administration Program are expanding their public service activities, with PRI staff or associates assuming major roles. The School of Social Work and the School of Human Learning and Development, as well as the new School of Public Affairs, are expanding public service activities with PRI staff providing contributions.

Wenatchee Valley College received a $40,000 grant to establish a Community Resource Center. The grant was one of six in the nation funded by the W. K. Kellogg Foundation through the National Association of Community and Junior Colleges for expansion of community college service activities. A PRI Program Associate is located in the Center and participated in the design and development of the center concept. The Center Director is an active participant in the PRI sub-regional committee and in program activities in the western sub-region (see Appendix B for greater detail).

A rather substantial grant proposal to develop television and other media linkages for adult education and public service programming has been developed between Washington State University and Wenatchee Valley College. The PRI Program Associate was a major participant in helping to facilitate the agreement which led to the new media programming effort.

Washington State University is mounting a major effort to consolidate and strengthen its continuing education and public service programs throughout the University. A series of steps have been taken, involving the major officials of the University and a substantial number of faculty, in examining current public service and continuing education activities as a basis for designing a more coordinated and future-oriented program. The administrator of the PRI is currently serving as chairman of a task force on continuing

education with the mandate to develop a major proposal for consolidation and expansion of the continuing education and public service efforts of the University, while also examining the potential for a continuing education, public service, and social problem solving center to stimulate the major service programs of the University.

Local Project Development

The utility and visibility of PRI projects has become widely evident in the region. PRI staff are now in considerable demand to assist with a wide variety of new projects in each of the sub-regions as well as within the institutions serving as their headquarters. Because of the increasing number of projects it has become of greater importance for the Partnership to support only those projects which are within the defined parameters of PRI goals. If a request is clearly within the capacity of an existing institution of agency, it is referred to another unit for support, so as to preserve PRI resources for those projects which require collaborative effort.

Major project development activity during the past year has focused on community and regional impact analysis resulting from new developments in the region. For example, Ferry County and the Colville Indian Reservation are in the process of being heavily impacted by a new mining development for which very little preparation had been undertaken until this past year. PRI Program Associates worked with partner staffs and county officials in the development of a handbook for impact analysis to be used in planning for the impact of the new mining development and other growth generating developments.

Similarly, rural areas in the northern sections of Lincoln, Grant and Adams counties are likely to be impacted by mining developments and a proposed new coal-fired electrical generation facility near the town of Creston. PRI Program Associates, partner institutions and public agencies are involved in the analysis of impacts from the new energy production facility and provide

planning assistance. Of particular note is the PRI role in the Grand Coulee Dam region where planning assistance is being offered to several communities. This project has the prospect of being a significant regional effort because of its location at the convergence of each of the three sub-regions.

PRI took a major role in the design and development of a Rural Womens' Forum in Lincoln County. This is a pioneering effort in Washington to focus information and discussion on the present and future role of rural women as participants in public affairs and community leadership. A video tape of the forum was developed by the Media Center at Eastern Washington University and is now being used around the state as an educational tool to illustrate the issues and opportunities faced by rural women (see Appendix B for greater detail).

Another major project activity has focused on the identification of barriers, obstacles, and facilitating factors in project and program development. A team of PRI and partner staff have been systematically attempting to identify those factors which either support or obstruct the implementation of the PRI model. A series of interim working papers have been prepared and reports to the partners are in preparation.

Detailed examination of the role of program associates, interns and students in rural planning and development has become a major thrust during the past year. An increasing number of interns and students are finding PRI useful for gaining experience and understanding of contemporary rural planning and development possibilities. Internship activities and student projects have served to strengthen and broaden a number of PRI projects that would otherwise have been inadequately staffed and supported. These activities have usually been supervised by a Program Associate, placing additional time demands on staff, while also increasing their ability to support projects. As the utility of the PRI Program Associate role has become more evident, it becomes extremely important

to define the parameters of that role and indicate clearly which role activities are appropriate for professional staff in partner institutions or local leaders. However, it is also becoming increasingly clear that the program associate is viewed as a neutral party in the maintenance of interorganizational relationships. Other major functions include training, program development, and brokering needs and resources.

Training and Education

PRI staff have been in demand as faculty for a variety of training programs. For example, staff members were responsible for conducting a series of workshops providing training in community skills, leadership, communication skills, community education, community development, basic planning processes and growth management. Citizens, local officials and agency officials from throughout the PRI region were involved in one or more of these workshops. Most of the training programs involved individuals who had had no prior contact with PRI. The training events were heavily attended, in part because of joint sponsorship by several of the partner institutions and organizations.

Training in growth impact analysis, planning, and growth management has been of particular importance in the region because of the large number of communities undergoing substantial growth as new resource development projects are implemented. The training includes specific methodologies for growth impact analysis and planning for community expansion. The training is intended to upgrade local leadership skills and community competence in managing the impacts of growth.

Several training programs have been supported with resources from Title V, Rural Development Act of 1972. The Title V program served as the major sponsor of the community skills workshop which involved some seventy-five people in three days of intensive training.

Training of local officials resulted (among other products) in the development of a video tape on basic accounting procedures for local jurisdictions in the state of Washington. The video tape was developed in cooperation with the State Auditor's Office and is now widely available in the region for use in local communities or in multicommunity workshops. It has also been requested and used by several cities throughout the state.

PRI program associates have been teaching structured courses for university credit in several locations, focusing on community development, planning, and providing human services in rural areas. Several such courses have directly supported the new graduate programs at Eastern Washington University and Washington State University.

Educational Materials Development

Several types of educational materials were produced which will have continuing use within the region and elsewhere. For example, a growth impact analysis handbook, The Price of Change: A Growth Impact Assessment Handbook, is in preparation as part of the support activity for growth impact analysis in Ferry County. The handbook will be of specific use in that county but is deliberately designed to be of wide utility for other communities and regions as well. The book is to be part of a three-volume set which will provide rural communities and counties with better means to adequately deal with change. The companion documents, to be completed in the next few months, are a Guidebook for Community Planning and A Growth Management System.

The annual PRI Public Forum, held in March, 1979, had as its specific focus the development of responsiveness in rural organizations. A publication from the forum, featuring futures-oriented planning approaches, has been made widely available and summarizes several possible options for planning and programming rural improvement to take full account of the constraints and possibilities that go beyond the usual projection of present trends.

One of the program associates co-authored a book entitled Rural Society and Environment presenting a contemporary perspective on rural society in the United States. The book draws heavily from the PRI experience in analyzing implications of the population influx to rural areas, the problems and issues associated with pressure on the environment caused by new resource developments, and implications of resource shortages. Photographs of PRI activities, and illustrations from PRI projects are used in several parts of the book. It is to be published by McGraw-Hill Book Company in early 1980.

PRI staff were instrumental in developing a proposal to the Washington Commission for the Humanities which will enable the Kalispel Indian Tribe to develop video tapes and booklets describing the impact of that tribal group on the region. The project will describe the myths and legends of the Kalispels and the impact the tribe has had on the development and culture of the region.

Documentation and Evaluation

The evaluation process has expanded over the past year to include the development of case studies, an external evaluation, and the preparation of a variety of photographic and video tape materials. Documentation was also provided through the PRI quarterly newsletter.

The external evaluation was undertaken by three nationally known scholars in rural development: Dr. Olaf Larson, Professor Emeritus of Rural Sociology, Cornell University; Dr. Patrick Madden, Professor of Agricultural Economics, Pennsylvania State University; and Dr. Edward Moe, Principal Sociologist with the Cooperative State Research Service, Science and Education Administration, U. S. Department of Agriculture. A summary of their findings and recommendations is included in Appendix C. The external reviewers visited several of the partner institutions and each of the sub-regions during a one week on-site review of program activity. The forty-five page external evaluation report

is serving as a valuable set of insights, focused on possible new directions of program activity as well as critical assessments of existing programs. The review experience was extremely valuable for staff and members of partner institutions. The external evaluation has been particularly useful in planning for the fourth year, as the program attempts to institutionalize those activities which clearly have high utility while carefully assessing the less useful program efforts.

Case studies are included in Appendix B to illustrate how specific project have implemented the PRI concept. These first case studies are only examples, and by no means represent the full range of activities. They provide detailed information on a selection of projects described in the project summaries in Appendix A. Development of additional case studies in the fourth year will further illustrate the details of how the PRI approach leads to effective or sometimes ineffective results.

The photographs and video tapes help to make the PRI activities more graphic and communicable to individuals directly involved in programming, but are also useful to orient interested individuals and groups on the nature and the scope of the PRI program thrust.

Unanticipated Outcomes

It has been much more difficult to implement the public service potential of community colleges and educational service districts than had been anticipated. The community colleges and educational service districts are not presently funded for public service activity, even though this is part of their legislative mandate. During a time of short resources it has been difficult to divert funds or staff to public service. Nonetheless, some of these problems have been overcome by redefining existing activities to support the PRI model. This has been particularly true at Wenatchee Valley and Spokane Community College District 17

where joint activities have occurred which take advantage both of the locality orientation of the community colleges and the extension of public service potential. Both colleges have extension units located away from the main campuses (at Omak for Wenatchee Valley College and at Colville for Spokane Community College) which have served as organizational units and headquarters for PRI program activities in those rural regions.

Although a wide variety of accomplishments have occurred which were not anticipated, the most notable examples are: (1) the new graduate program in applied Social Problem Solving at Washington State University; (2) the implementation of the School of Public Affairs and community development curricula at Eastern Washington University; (3) the continuing education and public service unit development at Washington State University; and (4) the organization of the Community Resource Center at Wenatchee Valley College. The focus on growth impact assessment and management was not anticipated at the time of the grant proposal but has become a major thrust of PRI activity in each of the three sub-regions.

Conclusion

There is solid evidence that the PRI concept will be self-sustaining beyond the grant period. Both Eastern Washington University and Washington State University have already begun to absorb and support staff FTE's and have installed the organizational structure to support the activity.

Title V, Rural Development Act, resources have been integrated with PRI. To the degree that Title V activities are funded by federal sources these will serve to support the PRI concept on a continuing basis.

Contributed resources from each of the partners have been substantially greater than might have been anticipated at the time of Kellogg grant funding. Much of this support has been in the form of "in-kind" staff support contributions rather than outright supplementary funds. These resource inputs represent a

clear indication of commitment on a continuing basis. It is also clear that some parts of the program will need continuing support in the form of supplementary funds if they are to reach their full fruitation. The program is therefore seriously considering a request for additional funds beyond the initial four-year grant period.

III. PROGRAM ANALYSIS

Evaluation findings indicate rather clearly that selected dimensions of the PRI model are working effectively. However, program weakenesses are also evident; the external evaluation and other indicators suggest, for example, that the program has failed so far to take full advantage of the resources potentially available in each of the major partner institutions and agencies. A rather high proportion of the projects in each of the three sub-regions has been supported primarily by locally based individuals, with only modest input from outside. Although firm linkages have been established among the major partners, the mechanisms for extending the partner resources to the local level require substantially greater development if available knowledge is to be effectively applied to resolution of problems identified at the local level.

Obstacles to Use of Partner Resources

Obstacles to expanded use of partner resources can be tentatively identified as: (1) inadequate or incomplete organizational linkages with institutions and agencies which would allow local people to readily identify sources of assistance, (2) inadequate or incomplete information systems which would inform local people about egency and institutional resources, (3) inadequate reward systems within partner units which would encourage highly trained professionals to apply their knowledge and skills to resolution of local problems, and (4) lack of adequate educational preparation for individuals who are in positions which might enable them to help link institutional and agency resources with local needs--if they had the appropriate knowledge and skills. This list of obstacles is only partially complete, but suggests several domains of needed emphasis in the next phases of PRI activity. Development of more appropriate organization

structure and reward systems appears critical to the full realization of PRI objectives.

Use of Research

A related issue is the difficulty in identifying existing research which might directly apply to PRI activities. Research might also be more efficiently generated with application to the problems and opportunities confronted in PRI projects. Scientists at WSU and in state and federal agencies have had only a modest part in directly applying their research findings to PRI activities. Similarly, field staff associated with PRI have found it difficult to directly involve scientists on an on-going basis in projects (although useful examples of such efforts are described in Appendix A). Deliberate programming efforts to increase involvement of faculty and graduate students, while developing close relationships with departmental research programs, therefore seem appropriate. Specifically, the development of the graduate programs at Eastern Washington University and Washington State University in urban, rural and regional planning, and a direct association with the WSU Sociology program for training of applied researchers, might greatly strengthen PRI association with on-going research.

Project Proliferation

It may be questionable as to whether each of the projects described in Appendix A deserves the time and energy provided by PRI staff and partners. The large number of projects has created a severe demand on staff and partner time and therefore may detract from focusing on the broader and more comprehensive projects that would rigorously test the PRI model. However, the smaller projects have helped to gain program credibility with a large number of individuals, particularly local officials. It is therefore an uncertain question as to whether there are too many projects or whether, in

fact, the wide range of projects was necessary as a means of establishing the identity and significance of PRI as a contributor to rural planning and development in the region. Nonetheless, it may be important to consider diminished emphasis on initiating additional smaller projects, while increasing the emphasis on higher risk larger projects which require greater coordination and collaboration than more modest activities.

Sub-regional Variation

The program has been implemented quite differently in the three sub-regions. The underlying basis for these differences is in process of examination as part of the PRI evaluation effort. Implementation strategy, project identification procedures, the role of staff, the role of sub-region partners and the relevance of the projects to the PRI model are each being investigated.

The eastern sub-region has undergone some transformation in the composition of the sub-regional committee. Several new members have taken active advisory and policy-making roles during the past year. The relationship between the present program associate and the committee has resulted in an effective problem-solving group. Many projects have been considered by the committee and a large number of these have resulted in the delivery of partner resources to rural communities in the six-county area. Considerable advantage has been taken of the resources of Eastern Washington University and Washington State University in addition to the sub-regional resources.

The western sub-region was initiated with the least degree of external support from PRI resources. Initially, no resident staff associate was employed to work with local partners, although a part-time assistant was available. At the outset this appeared to be an "ideal" model, since the local partners took strong initiative to work collaboratively in the implementation

of the PRI concept. There was a certain lack of continuity in PRI contribution to the activities in the area because of limited linkage with outside resources.

The Central sub-region benefitted initially from professional assistance provided by an experienced Program Associate (who retired during the past year). A sub-regional policy committee had been established to guide the sub-regional program and continues to provide continuity as the new Program Associate continued support to program development. Adjustment requirements during the staff transition helped to illuminate the relevance of a variety of knowledge and skills in the Program Associate role. The sub-regional policy committee has assumed increased leadership while complementing the knowledge and skills of the new Program Associate. This experience, as well as other staff changes, has helped to sharpen the definition of important attributes for the professional role in process of definition.

The original PRI program design did not envision three operational sub-regions; nonetheless, the three units have become the major basis for generation of local project activities. Each sub-region encompasses a community college district, is part of an educational service district, includes two or more counties, and contains offices of numerous local, state and federal agencies. The sub-regions vary widely in geographic and social characteristics, thus providing an interesting basis for testing the PRI model.

The emergence of several mineral development or energy generation projects, which overlap sub-regions, has provided the basis for increased cooperative activity among sub-regions and among partner staff; these larger projects also involve a wider range of collaborating partners, particularly local and regional units of government representing several towns and counties, units of state government, Indian reservations, and units of federal government. These complex and long term projects will provide a useful test of the PRI concept, while stretching the knowledge and skills of PRI and partner staff.

In the final analysis, the fact that PRI is a linkage model, with its unique components now emerging, suggests that sub-regional variation is wholly predictable development. As individuals cope with the unique set of problems and opportunities significant to their geographical areas, it is to be expected that their approaches to confronting these issues would also vary. Herein lies much of the explanation for sub-regional variation.

Program Associates

The Program Associates in each of the sub-regions have clearly played a critical linking role in bringing together local organizational units with service institutions and agencies in efforts to solve specific problems. Although the evidence of effectiveness is becoming clear, the evaluation process has not yet proceeded sufficiently to identify in specific terms the full range of Program Associate contributions which have made programs operate with high, modest or minimal effectiveness. Much more detail analysis will be undertaken of Program Associate role attributes as part of fourth year activity.

Currently underway is an effort to document the role of the field-based program associates. These program associates operate in what appears to be three complex sets of relationships each requiring a variety of roles. Within the framework of an overall goal of program development, the field program associate relates to community client groups, the partner and staff organizational base, and a local operational base which is centered in the sub-regional committee. Preliminary findings seem to suggest that the program associates play vital roles in maintaining the collaborative organization, building and maintaining liaison with partners, training

partner staffs to conduct community and regional problem-solving, process facilitation, and resource linking.

As noted earlier, PRI has taken major initiative in designing training activities intended to increase problem-solving capacity of local citizens, officials, and agency staff. The process of developing the workshops and training materials has also upgraded skills and understanding of PRI staff and collaborators who have worked with the training programs. Most of the training events have been jointly staffed by PRI associates and professional people from collaborating institutions.

Communication and Evaluative Feedback

The PRI annual forum, the newsletter, and the training activities have considerably expanded the involvement of individual citizens, local officials, and agency staff. The new participants include many individuals from minority populations in the state, particularly Native Americans.

The two surveys undertaken in 1978 were useful in securing feedback from (1) individuals closely associated with PRI, and (2) a range of other individuals with a lower degree of direct involvement (summaries of results are included in Appendix C). The surveys indicated a high degree of support for the PRI concept but also suggested a high degree of uncertainty about the distinctive achievements of the Partnership at the end of the first two years. (More visible achievements during 1978 and 1979 would undoubtedly change this perspective considerably).

The external evaluation played a major role in advancing the process of self-examination within PRI, while at the same time increasing involvement of interested individuals in presentation of views and judgements about the progress of the program to date. Similarly, a planning conference held at Camp Field (near Leavenworth, Washington) in the spring of 1979, provided important feedback and further basis for program examination. Further examination, discussion, and evaluation of these issues will be a major task

in the fourth year of the grant period.

Partner Contributions

The Northwest Regional Educational Laboratory (NWREL) provided an effective supporting role during the early period of PRI activity. The skills in process design and management were helpful in initial project development and in the development of the collaborative mechanism for program development. The NWREL has successfully transferred many of the skills needed for program continuity, so that staff members and many partner professionals are now able to effectively undertake the roles earlier assumed by Laboratory staff. Further test of skills transfer will occur as the Laboratory further withdraws from program activity in the final year. Many of the activities supported by the NWREL will be critical to successful institutionalization of the PRI model.

The most forceful evidence of institutionalization at the university level appears to be within Eastern Washington University. The Partnership was initiated at a most propitious time for the internal development of that institution. A new president was highly supportive of increasing the public service role of the university, and a cooperative effort initated earlier with WSU (to develop a graduate program in regional planning) provided a basis for reorganization and internal development that may have major implications over the coming years. Resources have been redirected rather strongly toward small municipality and rural planning and development activity. Organization of the School of Public Affairs indicates widespread commitment to a major thrust within the institution to support public service activities. The development of curricula for new roles in planning and development is further evidence of institutional development.

Similarly, there is evidence of rather strong institutional impact at Washington State University, although substantial change remains to be fully

realized. The new Task Force on Continuing Education could have a significant influence if support of institutional administrators and faculty continues. Effectiveness in realizing the potential for program development at WSU will be an important test of the potential PRI contribution to institutional development.

Re-direction of programs at EWU and WSU illustrates the complexity of instituting permanent institutional change to facilitate reordering of reward systems. The changes at Eastern Washington University and Washington State University will need to be solidified and reenforced during the fourth year of program activity through appropriate adjustments in reward systems for individuals and institutional units. It is not yet clear how deeply the institutions must be penetrated by PRI involvement to affect the deeply held academic values among faculty and administrators so that adequate incentives and rewards are provided for public service.

The participation of Cooperative Extension in the Partnership for Rural Improvement is developing in what appears to be productive form. However, the degree of appropriate integration, given the nature of the Cooperative Extension funding base, remains somewhat uncertain. Although Cooperative Extension is clearly central to the land grant university thrust, many faculty outside of the College of Agriculture fail to understand and appreciate the Extension role. Cooperative Extension faculty at the county level value the special relationship of Cooperative Extension to county government and are uncertain about the degree to which they can or should relate to and integrate with the larger university. Nonetheless there is evidence of a strong inclination among partners to avoid duplication of services, minimize local activity overlap, and to build an extension and service structure which takes full advantage of the existing Cooperative Extension programs without subverting the new and creative thrusts provided by PRI.

Allocation of Institutional Resources

The issue of institutional resource allocation to programs of service to rural areas is somewhat confused by the lack of knowledge about which resources in the universities can be directly helpful to rural regions. The research and on-campus teaching roles are obviously of major value and should probably not be weakened in the interest of strengthening the extension and public service activities. Rather, the more acceptable solution would clearly be to strengthen both on-campus teaching and research while also enhancing the capacity of individuals involved in research and teaching to provide selected public service contributions.

Alternative forms of service, in the form of practical publications, occasional off-campus consulting, formation of problem-solving teams, or communication media contacts which require modest time allocations (for example) might each be viable in enabling communities to take advantage of special faculty knowledge or skills. Improved procedures are needed to inform research and on-campus teaching faculty about how to apply their special skills and knowledge to rural programs. The PRI Program Associate role may be one means to more adequately interpret the needs of rural regions to faculty so as to facilitate more helpful contributions to programs, while also helping people in rural regions determine how they can apply university resources to the problems and issues with which they must deal.

Status of Progress Toward PRI Goals: The Eight Critical Elements

The introductory section of the original proposal to the Kellogg Foundation lists eight major elements as critical to the PRI model. The first element suggests that the "model" will strengthen capacity to achieve planning and development in localities and in externally based support agencies. It seems clear that PRI is moving forcefully in strengthening capacity at both

levels. The strengthening may be somewhat uneven in different localities of the region, and in the various institutions serving as partners in the PRI effort. Nonetheless, the goal of increasing capacity is clearly in process.

The second element suggests the model will improve and strengthen effective efforts in support of present development activities. Again, this is clearly underway. Many of the PRI projects are, in fact, an extension of earlier development efforts. The input of PRI resources has, in many instances, been the principal factor in causing earlier efforts to achieve greater success than might have otherwise been possible.

The third element indicated an intent to identify linkages among communities, agencies, and educational institutions, while developing new linkages where there was ineffectiveness. Existing linkages have been identified and new linkages have been created which are strengthening collaboration and joint programming. The first annual report outlined nine levels of coordination (p. 14, Table 3) ranging from (1) simple awareness of existence of other organizations to (9) overlapping boards and joint setting of policies. It is evident throughout the PRI organizaton, and within projects, that program efforts have moved the level of coordination from the more modest degree of mutual involvement to a series of joint projects, overlapping boards, and joint policies. Some of the achievements listed in the "progress" section of this report are illustrative, as are many of the projects listed in Appendix A.

The fourth element suggested a high level of participation would be assured through a major public role in the planning, effective collaboration, and influencing agency programs. Achievement of this element is clearly in process and has been expanding as the program has evolved. The third year of activity greatly increased public involvement in many projects and increased the impact of public input on PRI program policy. However, the structure for maintaining continued and widespread public involvement in PRI activities remains to be fully clarified.

The fifth model element suggested an improved research and development system through a consortium of educational institutions serving the region. Evidence of progress toward this element is clear, particularly in the Eastern sub-region, as Eastern Washington University and Washington State University have initiated collaboration in several projects. However, the specific mechanisms for linking users of research with scientists and research units remains to be further developed.

The sixth element suggested a strong emphasis should be given to increasing the capacity of public institutions to respond to public needs. Achievement of this element is clearly in process, as the program responds to impacts of new developments in the region and as training and educational programs are developed which specifically respond to requests from local people and public agencies for assistance and special training programs.

The seventh element suggested the design and development of new roles for professionals in rural regions which could facilitate rural planning and development. The PRI program associates and their collaborating colleagues are in the process of testing these roles. The new graduate programs at WSU and EWU are formalizing the roles. The evidence of success is clear in many projects and programs, as illustrated in the case studies and project summaries. However, full definition of the specific role requirements and appropriate knowledge and skill attributes need to be further clarified.

Finally the eighth element suggested that programatic research and evaluation will document, review and test application of the model. This is well underway, as illustrated by the research and evaluation design and in the implementation of that design as the program evolves.

In sum, this analysis suggests that the PRI effort is realizing a high degree of successful goal achievement, although some elements of the

model remain to be further tested and evaluated if a transferrable model is to be more adequately developed.

IV. PLANS FOR 1979-1980: THE FOURTH YEAR

The publication of this Annual Report marks the close of the third year of the Partnership for Rural Improvement effort to establish an alternative rural planning and development model. A distinct model is emerging. After focusing in earlier years on designing the model, building organizational structure, establishing communication linkages and providing new forms of assistance for the solution of local community problems, the third year allowed PRI to begin analysis of accumulating experience while expanding those activities judged appropriate to the model. The process of identifying and describing key elements of the emerging model is well underway. This section proposes plans for 1979-1980 based on the major components of the model.

The components have been operationalized in four programming and management categories. These categories derive from the mission statements of PRI contained in the grant proposal:

1. The Partnership for Rural Improvement will attempt to develop and evaluate approaches to providing communication, educational, and organizational linkage among educational institutions, public service agencies, and local jurisdictions. PRI will improve existing linkages in rural planning and development and organize new linkages where effective coordination does not now exist.
2. The Partnership for Rural Improvement will attempt to increase the effectiveness of cooperating institutions and public service agencies in contributing to organization and support of rural planning and development activity.
3. The Partnership for Rural Improvement will attempt to strengthen the capacity of elected and appointed public officials and other interested citizens to accomplish rural planning and development.

4. The Partnership for Rural Improvement will prepare educational and training materials which contribute to the achievement of the partnership's objectives. In addition, PRI will develop and disseminate products of the program for use outside the PRI region.

These statements have guided PRI's programming efforts since the beginning and continue to be helpful in focusing on the key elements of the model.

The programming strategy at the outset was to focus attention on the sector of the rural planning and development system labeled service "users," or local communities with problems needing resolution. From this perspective a pragmatic view of how the system operates is emerging, accompanied by increasing clarity of needed changes. This strategy was sound in most respects. However, only modest attention was given to increasing the public service capacity of selected critical institutions and agencies. Capacity building will therefore be the major focus of 1979-1980, but within the context of continuing those activities already proven effective.

Inter-Organizational Coordination

PRI has examined the basic foundations for developing effective inter-organizational working relationships, with the PRI framework and in other rural development programs. Based on this information, PRI will continue the commitment to monitor and strengthen organizational and communication linkages now in place. New linkages will be added where appropriate. Specifically, the focus of activity for this program area during 1979-1980 will be to:

1. Evaluate the long range viability of the Regional Coordinating Committee, the sub-regional committees, and the PRI Public Forum as policy, advisory and management structures for PRI.

2. Support study of the potential for establishing a center for rural community education, headquartered at WSU and with a demonstration site at Moses Lake.

3. Negotiate contractual agreements between Washington State University and Wenatchee Valley College, Big Bend Community College and Spokane Community College District 17 to provide permanent staff and operational support to assist community and regional problem-solving.

4. Expand the community service activities of the Cooperative Graduate Planning Program at WSU and EWU. Encourage collaborating activity among faculty and students of this program.

5. Continue staff development through knowledge and skill sharing among faculty from the educational institutions and public agencies.

6. Convene a planning meeting of state and federal rural resource agencies in cooperation with the State Rural Development Committee to explore the feasibility of developing a financial targeting strategy.

7. Support the development and use of advanced communication linkage technology, using the Washington Educational Telephone Network and the proposed radio-television project sponsored by Wenatchee Valley College and Washington State University.

Organizational Development

Timing in the program strategy argues for organizational and institutional development to be a major concern during 1979-1980. However, in its first three years PRI has participated in the development of increased capacity in selected partners to respond to rural needs and opportunities. This has involved examining alternative organizational arrangements for the delivery of public services and providing training for various staffs. Special focus in this program area during 1979-1980 will be to:

1. Complete and publish directories of services available to the public from WSU and EWU.

2. In cooperation with the WSU Task Force on Continuing Education, issue

a report on the feasibility of a centralized continuing education facility and/or operation at WSU.

3. Initiate a strategy to build fiscal support for the community service function at the community colleges, Eastern Washington University, and Washington State University.

4. Support the implementation of a Community Service Center at EWU.

5. Support the implementation of the WSU Department of Sociology program in social problem-solving.

6. Consult with selected state and federal agency personnel on a design and operational structure to improve the delivery of agency services to rural areas.

Project Development

PRI has extensive experience working with local elected and appointed public officials and community groups to solve problems of concern to these people. A wide range of projects have been undertaken as indicated in the project summaries appended to this report. PRI will continue to (a) identify rural planning and development opportunities for PRI involvement, (b) explore alternative strategies for the accomplishment of selected projects, (c) examine various organizational arrangements demanded by the projects, (d) assess the development resources needed and available, (e) implement the plans of action, and (f) evaluate the outcomes.

Increased attention will be given to (1) major resource developments having regional impact potential and (2) public policy issues of a regional nature. Detailed program activity for community-based projects is available in the subregional reports presented to the Regional Coordinating Committee on June 28, 1979. The focus of activity for this program area during 1979-1980 will be to:

1. Assist community groups solve problems of concern to their communities as indicated in the sub-regional and EWU plans.
2. Continue to deliver major resource support to the Ferry, Lincoln and Spokane county growth management projects associated with major development activities.
3. Complete the region-wide task force study on the impacts of railroad abandonment on rural eastern Washington communities.
4. Provide technical assistance to the proposed rural family leadership development project sponsored by the Western Region of the Cooperative Extension Service.
5. Initiate a region-wide task force study on an issue of current interest to rural northcentral and northeastern Washington.
6. Explore the feasibility of creating additional video-tape public service training modules as a method for public service delivery.
7. Encourage the development of joint sub-regional planning processes in order to increase participation in regional problem-solving projects.

Education and Training Materials

The original program timeline anticipated that considerable effort would be spent in the fourth year writing and disseminating program products. The fourth year plan of work seeks to implement that objective. Consequently, specific activity in this program area for 1979-1980 will be to:

1. Publish the three part series on growth management based on the research and development work in Ferry, Lincoln and Spokane counties: (1) A Guidebook for Community Planning, (2) The Price of Change: A Growth Assessment Handbook, and (3) Growth Management Systems.
2. Publish a report on the PRI experience in building inter-organizational working relationships.
3. Prepare a series of documents on the roles and functions of the various

PRI staff positions.

4. Publish the study document on the social and economic impacts of railroad abandonment on rural communities.

5. Publish the results of the PRI summative evaluation.

6. Continue to provide leadership training and community skills development for public officials, agency personnel and interested citizens through workshops, short-courses and seminars.

7. Explore the feasibility of publishing educational materials or products based on training workshops, short-courses, and seminars.

V. FINANCIAL MANAGEMENT AND BUDGET

The Partnership for Rural Improvement has continued to receive strong budget support from partner agencies and institutions as the program moves to establish on-going commitment among members to participation in rural planning and development. The past year was particularly characterized by increased financial commitment which has substantially supplemented the continued W. K. Kellogg Foundation support.

Financial Report 1978-1979

As agreed in the budget schedule negotiated with the Foundation in 1976, direct funds for the third year began on July 1, 1978. The increased Washington State University contribution occured in the form of salary and fringe benefit support for one-half of the program administrator position (Cooperative Extension Service) and fifty percent of the .5 FTE positions in Sociology and Education, or direct support for one full-time staff position. In addition to supplying funds to support the position in Sociology, WSU's Central Administration also made available $1,000.00 for time-slip support.

Eastern Washington University has also complemented its contributions of faculty release time, goods and services, by supporting approximately 37% of the salaries and fringe benefits of PRI affiliated faculty. This included an additional .25 FTE beyond the 1.0 FTE previously committed.

Precise figures on the contributions of other members of the partnership are not readily available; however, increased staff time totaling at least $100,000.00 is a reasonable estimate. Contributions of goods and services and indirect cost support are estimated to exceed the $250,000.00 figure for 1977-78. Office space, accounting services, utilities, and other support are provided for PRI by Wenatchee Valley College, Big Bend Community College, Spokane Community College District #17, and Washington State University. PRI continues to

utilize the resources of Washington State University's Title V project funded by federal allocations to the Rural Development Act of 1972.

The major contractual service agreements during 1978-1979 were with the same institutions which have held sub-contracts during the previous two years: Big Bend Community College ($34,500.00), Eastern Washington University ($28,600.00), Northwest Regional Educational Laboratory ($20,000.00), Spokane Community College District #17 ($36,000.00), and Wenatchee Valley College ($34,400.00). The pattern of community colleges serving as fiscal agents for their respective sub-regions has successfully continued.

The Partnership did not utilize all the funds available in the program budget for the fiscal year 1978-1979. Two staff positions were vacant for the first four months of program operation. This accounts, in large measure, for the carry forward funds proposed for the 1979-1980 budget. Substantial balances are also remaining in the Contractual Services and Travel portions of the budget. The $74,173.48 figure noted in Contractual Services does not represent actual expenditure of funds. Current billing in this category is approximately $60,000.00 and will soon be distributed to the various sub-contracting units. The $7,040.40 travel balance is a consequence of an excessive budget projection for 1978-1979.

More specific detail regarding the financial status of the Partnership is summarized in Figure 2.

Budget for 1979-1980

The proposed budget for 1979-1980 is outlined in Figure 3. The commitment of Washington State University to the contractual arrangements between WSU and the W. K. Kellogg Foundation is included in the projected totals. Anticipated WSU expenditures for direct financial support total in excess of $70,000.00. Of special note, is the $12,000.00 figure for travel, clerical and graduate student support.

Figure 2

ANNUAL FINANCIAL REPORT TO W. K. KELLOGG FOUNDATION

Project No. UADU01E

EXPENSE STATEMENT FOR PERIOD ENDING June 30, 1979				NEXT YEAR'S BUDGET	
I Approved Budget (line items per commitment letter, proposal, or approved revision)		II Actual Cash Expenditures of WKKF Funds for Year	III Differences Between I & II	IV Approved Budget for Next Year	V Proposed Budget for Next Year ** (if different from IV
Salaries and Wages	$ 89,390.98	$ 79,635.56	9,755.42	$ 63,000	$ 68,255.42
Fringe Benefits	12,571.48	12,080.88	490.60	9,450	14,440.60
Contractual Services	165,693.57	91,520.09	74,173.48	90,000	171,213.88
Office Supplies & Materials	6,319.50	5,035.19	1,284.31	6,000	7,284.31
Travel	18,171.50	11,131.10	7,040.40	11,000	11,000.00
Audio Visual & Office Equip.	3,176.71	1,143.40	2,033.31	1,000	3,033.31

Figure 3

PARTNERSHIP FOR RURAL IMPROVEMENT

Proposed Budget
1979-1980

	FUNDS	BUDGET
SALARIES AND WAGES		
WKKF - Cash Balance	$ 9,755.42	
WKKF - Approved Budget	63,000.00	
WSU	58,385.00	
Transfer $4,500 WKKF to Fringe Benefits	[4,500.00]	
	$126,640.42	$126,640.42
FRINGE BENEFITS		
WKKF - Cash Balance	$ 490.60	
WKKF - Approved Budget	9,450.00	
WSU	11,588.55	
Transfer from Salaries and Wages	+4,500.00	
	$ 26,029.15	$ 26,029.15
CONTRACTUAL SERVICES		
WKKF - Cash Balance	$ 74,173.48	
WKKF - Approved Budget	90,000.00	
Transfer from Travel	+7,040.40	
	$171,213.88	$171,213.88
OFFICE SUPPLIES AND MATERIALS		
WKKF - Cash Balance	$ 1,284.31	
WKKF - Approved Budget	6,000.00	
	$ 7,284.31	$ 7,284.31
TRAVEL		
WKKF - Cash Balance	$ 7,040.40	
WKKF - Approved Budget	11,000.00	
WSU	4,000.00	
Transfer $7,040.40 to Contractual Services	[7,040.40]	
	$ 15,000.00	$ 15,000.00
AUDIO-VISUAL AND OFFICE EQUIPMENT		
WKKF - Cash Balance	$ 2,033.31	
WKKF - Approved Budget	1,000.00	
	$ 3,033.31	$ 3,033.31
TOTALS		
WKKF - Cash Balance	$ 94,777.52	
WKKF - Approved Budget	180,450.00	
WSU	73,973.55	
Proposed Budget Total (79-80)	$349,201.07	$349,201.07

The various commitments by several partners to fund PRI activity are not shown in this budget. To mention three such contributions: Eastern Washington University has committed approximately $25,000.00 for 1979-1980; Spokane Community College has committed $1,500.00 and Wenatchee Valley College $3,000.00. These are examples of direct monetary contributions. As noted earlier in this report, indirect, but equally valuable contributions have also been committed.

Two items in the budget need to be adjusted for 1979-1980 as a means of continuing a smooth transfer of support from W. K. Kellogg Foundation grant funds to members of the Partnership. This is especially important as it applies to WSU. The proposed budget requests a transfer from the Salaries and Wages item to Fringe Benefits. These items both relate to personnel support and will allow the program to have the staff positions fully supported without creating an undue hardship on Washington State University. The source of the difficulty was the legislative increase in the fringe benefit package at WSU. This was not anticipated in the grant application.

The second item is the request to adjust the travel surplus balance in favor of Contractual Services. Since WSU is making a $4,000.00 contribution to travel in 1979-1980, it seems appropriate to use the accumulating balance in Travel to fund increased program activity in the sub-regions. This is the intent of the request to move the 1978-1979 carry forward funds into Contractual Services.

The general design and program options reflected in the 1979-1980 budget request are the products of actions by the Regional Coordinating Committee taken on June 28, 1979.

APPENDIX A

SUMMARIES OF PROJECT ACTIVITY

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INTRODUCTION

The following summaries of projects are the first effort to describe the full range of Partnership for Rural Improvement activity. Each of the summaries was written by a staff member using a standard format. Some of the reports are quite brief while others are more detailed. The summaries will be expanded and completed in more refined fashion as the program progresses. Nonetheless this first detailed description suggests the range and scope of activity initiated during the first three years, as well as the range of organizational and individual involvement in project activities.

The report begins with projects reported by each sub-region and concludes with university initiated projects; however, in most cases projects involved participants from a variety of institutions and often involved collaboration between sub-regions.

EASTERN SUB-REGION

DATE: May, 1979

PROJECT: Almira Community Development

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Almira City Council, Cooperative Extension Service

PRIMARY PROBLEM(S): Lack of growth is the stated problem. Economic and social development are insufficient.

PROGRESS: PRI Staff was approached by the City Council in Late September, 1978. Contact was made as an offshoot of the Lincoln County Rural Women's Forum. One meeting occurred to form a temporary citizens group as a precursor to a permanent representative group (Task Force). The task force (city council members, businessmen, ministers, farmers and school board members) met with Vicki Braglio Luther and Dwight Pace in an all day planning and training session. A town meeting was held November 30 with 96 citizens present at which the task force successfully conducted a futuring activity and assisted the group in agreeing on three areas of concern: economic development, growth impacts, and community clean-up. A second meeting to begin plans of action was scheduled and PRI staff again helped in a planning session.

PRESENT STATUS: With the help of WSU resources (Howell, Dillman) the task force has worked on a survey of the community. The task force formed a survey committee which helped design, distribute, collect and tabulate the survey form.

The group sought and received funding assistance from HUD 701 planning resources to develop a comprehensive plan.

FUTURE PLANS: PRI staff will assist as needed.

STAFF INVOLVED: Dwight Pace and Vicki Braglio Luther

OTHER INDIVIDUALS INVOLVED: Bruce Davis, Cooperative Extension County Agent
Carolyn Hyde, Almira City Council
Julian Agranoff, Council of Governments

DATE: May, 1979

PROJECT: Grandview Growth Management

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Project Development; Materials and Educational Development

PARTNERS INVOLVED: PRI, Grandview Neighborhood

PRIMARY PROBLEM(S): Because of a grandfather clause, an old plat is being used which encourages substandard development in the Grandview area--a rural/urban transition zone near Spokane. This development is haphazard and allows the developers to avoid providing the services required by modern subdivision ordinances.

PROGRESS: The people in this neighborhood, trying to organize to oppose this type of development, approached PRI staff in the fall of 1978 for assistance. The City of Spokane is apparently not cooperative. Members of the citizens' group have enrolled in PRI short courses to be better able to handle the problems confronting them. A City Council meeting was held which reviewed the city's objectives but did not change the city's laissez-faire attitude.

PRESENT STATUS (as of date indicated): Some progress has occurred but much remains to be done. The people have allied themselves with the Partnership for technical support.

As a class project, the Advanced Community Development Class (Eastern Washington University) did a modified SHAPES evaluation under the direction of Dwight Pace. Their data indicated that useful linkages had been established by citizens with local officials. The citizens group has not been active since the last City Council meeting which discussed their neighborhood.

FUTURE PLANS: A SHAPES evaluation is being considered to monitor the progress of the neighborhood groups' activities. More community organization is to take place with possible opposition to the continued development to be based on the requirements of the State's Environmental Policy Act (SEPA).

STAFF INVOLVED: Dwight Pace and Mark Swanson (student intern)

OTHER INDIVIDUALS INVOLVED: Jan Porter, Grandview

DATE: May, 1979

PROJECT: Council for Children - Process Consultation

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Interagency Coordination

PARTNERS INVOLVED: Staff, Council for Children

PRIMARY PROBLEM(S): The Council is disorganized and ineffective.

PROGRESS: Dwight Pace observed a meeting of the Council for Children and later spoke at the meeting to help members understand how to sharpen goals and objectives and to help facilitate the problem-solving process.

PRESENT STATUS (as of date indicated): The project is in its initial stage.

As continuation efforts on this project, several members of the Council completed a series of PRI workshops in community leadership skills. Several members also attended the (Spokane) Community Skills Workshop. Future plans include thechnical assistance/consultation, if requested, but the role of PRI staff will be minimal.

FUTURE PLANS: Expansion of contacts with service agencies is anticipated throughout the winter and spring in Stevens County. Meetings will be held with representatives of many agencies and the Council for Children.

STAFF INVOLVED: Dwight Pace, Vicki Braglio Luther, and Gordon Morris

OTHER INDIVIDUALS INVOLVED: Donna Brians, Cooperative Extension Service
Mary Selecky, Tri-County Health District

DATE: May, 1979

PROJECT: Training for Elected Officials - Newport

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Educational Materials Development

PARTNERS INVOLVED: Eastern Washington University, Washington State University, Cooperative Extension Service

PRIMARY PROBLEM(S): Lack of technical expertise at a local level concerning planning and growth management.

PROGRESS: Requests for technical assistance on planning and growth management from the mayor and city council in Newport prompted the formation of a "task force" made up of members of city council, planning commission, and Chamber of Commerce.

PRESENT STATUS (as of date indicated): Project in preliminary stages, proceeding at direction of CES agent in Newport.

FUTURE PLANS: Unlikely this will be a priority due to other staff considerations, but may take the form of a shortcourse or limited training event.

STAFF INVOLVED: Vicki Braglio Luther, Dwight Pace, and Joseph Luther

OTHER INDIVIDUALS INVOLVED: Janet Kiser, Cooperative Extension Agent, Newport
Louis Bass, Mayor of Newport

DATE: May, 1979

PROJECT: Sprague Community Planning

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Interorganizational Coordination, Project Development, Education and Materials Development

PARTNERS INVOLVED: Staff, Sprague Planning Commission

PRIMARY PROBLEM(S): The Planning Commission needed help in organizing Community Planning and organizational structure within the Planning Commission itself.

PROGRESS: PRI staff were contacted at the Rural Leadership Conference in Portland, Oregon by a member of the community who put the staff in touch with members of the Planning Commission. A problem identification process was initiated and a preliminary planning group organized.

PRESENT STATUS (as of date indicated): The project was recently initiated (October, 1978) and is still at the organizational level.

FUTURE PLANS: The project will likely involve the State Office of Planning and Community Affairs Agency. The end result will hopefully be extended community involvement in the planning process and a more effective Planning Commission. Short courses designed to aid in achieving these goals will be offered. PRI involvement will presumably be ended by next year.

STAFF INVOLVED: Dwight Pace

OTHER INDIVIDUALS INVOLVED: Bill Kelly
Eleanor Laney
Linda Laney

DATE: May, 1979

PROJECT: Technical Assistance to Friends of the Library, Newport

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Northeast Library Service Area (NELSA)

PRIMARY PROBLEM(S): Friends of the Library, a group of city library supporters, requested assistance from PRI in June 1978. After meeting with the group, which had increased its representatives to include all of the county, a formal proposal was submitted to the Sub-regional Committee. Sub-regional Committee agreed to spend staff time and seed money to assist the group in a year-long information campaign preparatory to the 1979 November ballot which would create a library district in Pend Oreille county. Other resources explored with PRI assistance were the state library system and the University of Washington research project on rural library services. Program Assistant, Greg Spencer assumed the lead in this project and acted as a resource to the community group. The slide-tape show and other informational materials have been completed.

PRESENT STATUS: Timeline and task assessments for an informational campaign prior to November ballot are on schedule.

FUTURE PLANS: Technical assistance will be provided by Spokane Falls Community College and Washington State University through PRI.

STAFF INVOLVED: Vicki Braglio Luther and Gordon Morris

OTHER INDIVIDUALS INVOLVED: Jean Davis and Mary Yahn, Newport
June Perrin, Northeast Library Service Area
Dorothy Doyle, State Library Consultant

DATE· May, 1979

PROJECT: Spokane County Planners, Citizens and Officials Education Project

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Interorganizational Coordination, Materials and Educational Development

PARTNERS INVOLVED: Washington State University, Cooperative Extension Service, Eastern Washington State University

PRIMARY PROBLEM(S): As a result of work with planners, citizens, and officials, it was found that there were problems of working together in spite of common goals of fostering good planning. Some facilitation and coordination was deemed appropriate.

PROGRESS: PRI staffers helped to organize an initial meeting by working with representatives from each of the above groups building on contacts that had previously been made in the area in December, 1977. PRI got these people in touch with sources from WSU and EWU. This "core" group of representatives from the three major groups decided who should be invited to attend a critically important first major group meeting. The members of the core group helped to get necessary people to come to the first meeting in January of 1978. Each of the major sub-groups met separately at the first meeting (planners, citizens, and officials) to give their own perspecitive on what had been happening with planning in the county. A simple survey was given to see what people in each of the sub-groups thought of the value of working together. In February a meeting of the core group was held to look at recommendations--they made a set to take to the larger group. A meeting of the larger group modified and expanded this list of recommendations. They also agreed on a schedule of activities that was to be expanded to include more agencies. A meeting in March of the larger group was held with the stated purpose of deciding the content of educational programs for citizens. Workshop, educational materials, and future courses committees were formed. The educational materials committee received the most emphasis; its task was to find tools that citizens might use to become better involved in planning.

PRESENT STATUS (as of date indicated): The educational materials committee is focusing on the above task in reference to the Five Mile Prairie Case trying to use only tools that may have more widespread application.

The educational material committee has conducted work on case study of land use planning techniques through the part-time employment of two community members. WSU staff, EWU staff, County Planning staff have all collaborated on the development of the document. Completion date: June 30.

FUTURE PLANS: Identification of some tools that will be useful to citizens in many cases.

STAFF INVOLVED: Vicki Braglio Luther, Dwight Pace, and Joe Luther

OTHER INDIVIDUALS INVOLVED: Jim Barron (WSU)
Ron Faas (WSU)
Ralph Loomis (peripherally) (WSU)
Fred Dayharsh and Gary Fergen, County Planning Department
Abbie Byrne, County Planning Commission

DATE: November, 1978

PROJECT: Spokane Arts Commission - Organizational Development Consultation

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Cooperative Extension Service, City of Spokane

PRIMARY PROBLEM(S): The Commission was having difficulties defining goals, objectives and future directions. The Arts Commission is made up of 16 appointed commissioners from the City of Spokane.

PROGRESS: At the first meeting in June of 1978, Martha Shannon and Roger Crumm explained the city's role and expectations. PRI staff facilitated the determination of future directions to be taken by the commission. The commission isolated five goals and numerous objectives during the course of an all-day work session. This was a one-time intervention by Partnership.

PRESENT STATUS (as of date indicated): PRI is available for future consultation.

FUTURE PLANS: No PRI intervention, self-determination of directions by the Arts Commission.

STAFF INVOLVED: Dwight Pace and Vicki Braglio Luther

OTHER INDIVIDUALS INVOLVED: Martha Shannon
Roger Crumm
Grace Brunjes

DATE: November, 1978

PROJECT: Mission Neighborhood Organization

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Mission Neighborhood

PRIMARY PROBLEM(S): Land use development conflicts between citizens, developers, and officials.

PROGRESS: PRI was originally contacted because of Dwight Pace's previous work with neighborhood organizations. This occured in April of 1977. Pace was approached by a temporary committee from the Mission neighborhood to see if PRI could help to explore ways to handle a development problem. A process was started to organize the neighborhood to halt construction of a planned high-rise development. Through five or six meetings, Pace worked with this committee to teach a process to organize the neighborhood. The thrust of this instruction was on two main points: (1) Community organization techniques and (2) Problem solving process. Meetings were organized in the neighborhood and a survey was sent out to residents. The people in the community worked from April to August and stopped the passage of a zone change which would have allowed the high-rise development. The developer changed his plans and got the new ones approved but the neighborhood effected a reversal of this decision in September, 1978. Several people from this neighborhood attended short courses given by PRI in process facilitation and other subjects of concern. PRI involved ended in 1978.

PRESENT STATUS (as of date indicated): PRI involvement terminated, but available for future contact. This intervention was a complete success.

FUTURE PLANS: The neighborhood will handle its own problems.

STAFF INVOLVED: Dwight Pace

OTHER INDIVIDUALS INVOLVED: Marge Schneider
Donna Hanson

DATE: May, 1979

PROJECT: School Board Director Competency Training

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Project Development, Materials and Educational Development

PARTNERS INVOLVED: Nine Mile School District, ESD #101, Eastern Washington University, NWREL, Community of Nine Mile

PRIMARY PROBLEM(S): Identification of needs. It is yet to be determined if the project is one that PRI will be involved with. The problems of the area, a fast-growing rural town near Spokane, need to be idnetified. Materials and training for school board personnel are lacking.

PROGRESS: The superintendent of schools in Nine Mile approached PRI through the Educational Services District. A community survey to determine needs is being attempted. The superintendent suggested that some training might be helpful for the school board to understand and accomplish the task. Because of the large influx of new people, the whole community structure is changing. PRI has communicated with the school district to probe what can be done.

PRESENT STATUS (as of date indicated): Identification of needs of the community and the educators is being carried out. Northwest Educational Lab is helping to identify needs as is the President of Washington State Association of School Board Directors.

Although still in the definition stage, some materials development has begun by Vicki Braglio Luther and Bill Goetter. Discussion with Educational Services District 101 have also been underway and it is the intent that some field testing of materials will occur in the 1979-80 school year. The project has been re-focused to concentrate on the development and testing of training materials for School Board Directors in leadership and decision-making with special emphasis on managing educational facilities in rapid growth areas.

FUTURE PLANS: Uncertain. Hopefully some training design will be done to help school board directors. Maybe some system that is applicable to other rural communities will be developed.

STAFF INVOLVED: Bill Goetter, Vicki Braglio Luther, Ray Jongeward

OTHER INDIVIDUALS INVOLVED: Bob Marshall, President, Washington State Association of School Board Directors
Bob LaLonde, Superintendent, School District No. 325

DATE: May 1979

PROJECT: Stevens County: Resource Linking

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Project Development

PARTNERS INVOLVED: DSHS, Luthern Family Services, Spokane Rape Crisis Center, Stevens County Mental Health Center, Stevens County Office of the Prosecuting Attorney, Council for Children

PRIMARY PROBLEM(S): As a result of comments made by contacts in Colville, PRI staff became aware of a need for technical assistance in treatment of victims of sexual abuse.

PROGRESS: PRI acted as a link between the Spokane Rape Crisis Center which had money available for training of law enforcement personnel in rural areas, and the people of Stevens County who needed these services. A one time intervention, apparently.

PRI is available for future assistance. The Department of Social and Health Services (DSHS) and the Mental Health Center have agreed to co-sponsor three workshops for:

1. Law enforcement personnel
2. The community at-large
3. A treatment workshop for professionals

On March 29, Diana Valdez, Spokane Rape Crisis Center presented a workshop on the collection of evidence and treatment of victims of sexual assault in Colville, Washington. The workshop leaders and DSHS who organized participants. Approximately 50 people attended.

On Friday, December 8, Vicki Braglio Luther testifeid before a House Committee on Social and Health Services, chaired by Rep. A. A. Adams concerning proposed legislation providing a statewide sexual assult education, consultation, and training program. Following the report to the committee, chairman Adams requested a more detailed report be submitted to the committee concerning this PRI project which can represent needs assessment activity in rural areas.

FUTURE PLANS: Future plans include continuing the PRI role of resource linker and providing technical assistance in organizing similar training events in the eleven county PRI region.

STAFF INVOLVED: Vicki Braglio Luther

OTHER INDIVIDUALS INVOLVED: Arlene Greene, DSHS
Diane Valdez, Rape Crisis Center

DATE: November, 1978

PROJECT: Liberty School District

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Project Development, Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University, ESD No. 101

PRIMARY PROBLEM(S): School District No. 363, which includes the communities of Fairfield and Spangle became involved in a facilities location problem centered on the question of the elementary facilities in those communities. The school board formed an advisory group to study alternatives and this Facility Advisory Committee, needing organizational assistance, was referred to PRI by a member of the Spokane County Planning Commission.

PROGRESS: Contact began through Bud Langan in April of 1977. No work was done until the fall because of agricultural practices. Vicki Braglio Luther began working with the advisory group in November, 1977. Working with Bill Goetter she helped the group with small group organization techniques, and allocating tasks. They also helped to prepare the group for a presentation to the school board. Meeting with the group chairman they helped him to build group organization skills and kept an information flow going with the superintendent of schools. The PRI staff also helped organize an open house at two elementary schools in Spangle and Fairfield, using the media center of EWU to prepare a videotaped tour to be used as an instructional aid. In the fall of 1978, the PRI staff helped to prepare a survey design which the school board wanted to use to find which of the three alternatives that the Advisory Group had come up with was most attractive to the residents of the area.

PRESENT STATUS (as of date indicated): The survey is being done by the School Board. PRI involvement is finished, but the staffers remain available for consultation and Vicki Braglio Luther was approached to conduct one session of a community education seminar taught by the superintendent of schools, which she did.

FUTURE PLANS: School Board will make a decision based on the survey results on whether to build or renovate. With PRI assistance, they now have enough information to pass a levy.

STAFF INVOLVED: Vicki Braglio Luther, Bill Goetter, and Bud Langan

OTHER INDIVIDUALS INVOLVED: Eastern Washington University Media Center personnel
Carl Felgenhauer, Committee Chairman
Stevenson S. Youngerman, Ph.D., Superintendent of Schools

DATE: May, 1979

PROJECT: Process Facilitation Training

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University, Cooperative Extension Service, Program Associate

PRIMARY PROBLEM(S): Requests from citizens and professional people to build skills in working with groups.

PROGRESS: Series of six workshops developed and offered for credit through Eastern Washington University's Center for Urban and Regional Planning. Twelve participants completed the series in Spring 1978.

Series of six workshops offered in Fall 1978 to be completed by December. Among the participants are board members of Washington Water Power, YMCA (Spokane), two psychologists in private practice, and a probation officer from Lincoln county.

The series of 6 workshops previously developed were adapted to particular needs of community members in Colville and in Bridgeport. The Colville training was conducted at the Colville Community College Education Center. Its participants included 25 individuals representing city and county planners, school districts, social service agencies, city appointed officials, Vista volunteers and Subregional Committee members. The workshops were offered during the month of February on a weekly basis. Participation in the workshop was organized by Subregional Committee members Mary Selecky and Bob Wilson who also originated the request.

The Bridgeport training was a response to a request from the Western Subregion for training in group process skills for the Community Education group. Four all-day workshops were held with content tailored to meet their specific needs. This training also involved process consultation as PRI staff observed the group working together and offered specific assistance. Participants included the mayor, city council member, school superintendent, school board members, senior citizen representative and other community members.

FUTURE PLANS: The series will be offered again in Spring 1979. Requests for a series have been received from Stevens, Lincoln, and Spokane counties. Also, plans have been made to offer this series in the Western PRI subregion.

STAFF INVOLVED: Vicki Braglio Luther, Dwight Pace, and Bill Goetter

OTHER INDIVIDUALS INVOLVED:
Abby Byrne
Kathy Daiger
Lila Girvin
Donna Hanson
Kathy Inman
Judy Patterson
Sally Reynolds
Gayla Riggs
Marge Snider
Garin Wallace
Judy Wilkes
Rachel Kristianson
Dr. Dick Denny
Susan Russell
Margaret Ross
Ray Kousse
Ann Lynch
Barbara Thisted

DATE: May, 1979

PROJECT: Lincoln County Rural Women's Forum

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Interorganizational Coordination

PARTNERS INVOLVED: Washington State University, Eastern Washington University, Cooperative Extension Service, American Association of University Women, Community College District No. 17, State Department of Social and Health Services, Human Services Training Institute, WCH

PRIMARY PROBLEM(S): The increasing population of Lincoln County presents a challenge to community service organizations in response to changing community needs

PROGRESS: A grant was obtained from the Washington Commission for the Humanities for a forum on rural women. Other collaborators also contributed. Two meetings were held in Almira and Davenport, both having the same format: to increase women's (and men's) awareness of social issues that affect rural communities.

This was a one-time project that has, however, led to PRI involvement in other projects. A very successful project.

Considerable activity has occured since November. Through PRI referrals, A.A.U.W., Lincoln County branch has sponsored several guest speakers for meeting including Joe Luther of Eastern Washington University, who discussed "Helping your Community Deal with Change" and Bruce Davis and Jay Lyman, who discussed the FmHA grant activities in Lincoln County. On March 30, Sue Russell, Donna Roloff and Vicki Braglio Luther presented the videotape "Changing Needs of Rural Women-A Challenge to the Community" to the State A.A.U.W. Convention in Olympia during branch show-cases. As a result of that showing, the videotape has been shown to several A.A.U.W. branches statewide, E.W.U. graduate classes social welfare, Women's Resource Center, SFCC and has also been scheduled for viewing on Channel 10 in Idaho.

As an additional follow-up activity, PRI staff teamed a 2-day training event in Wilbur with trainers from state and regional A.A.U.W. 17 men and women attended the Friday night and Saturday session dealing with managing change in community. A similar request has come from A.A.U.W. in Whitman County and may be used as an opportunity to use "paraprofessionals" to team with a PRI staff person as on A.A.U.W. branch is encouraged to share training resources with another. Membership in both of these branches is significant and

included representation not only from other influential organizations, but elected and appointed officials as well.

FUTURE PLANS: Partners involved in the women's forum may continue to handle many types of rural problems, and many projects are resulting from various groups getting together (e.g., WSU Coops., EWU women's group courses, SFCC continuance of needs seminars).

STAFF INVOLVED: Dwight Pace, Bill Goetter, and Vicki Braglio Luther

OTHER INDIVIDUALS INVOLVED: Susan Russell, Project Director
Lorna Butler, Washington State University
Betty Lou Henry, Cooperative Extension
Carl McMinimy, Department of Social and Health Services
Donna Roloff, American Association of University Women
Jan Monti, Human Services Training Institute
Shirley Michaelson, Women's Programs, Community College District No. 17
Pat Coontz, Eastern Washington University
Corky Busch, Assistant Dean of Students, University of Idaho

DATE: May, 1979

PROJECT: Short Courses

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Materials and Educational Development; Project Development

PARTNERS INVOLVED: Staff, SCC District No. 17, Others

PRIMARY PROBLEM(S): Need to build community leadership skills.

PROGRESS: A number of short courses on subjects such as campaigning on issues, surviving public meetings, conducting slide shows, and others have been conducted by PRI staff from fall 1977 to fall 1978. The response to these short courses has been varied, but in general, positive.

PRESENT STATUS (as of date indicated):

PRI staff has continued to assist PAW in conducting a shortcourse on local planning. Future plans are to continue to participate in such courses, particularly in small towns.

FUTURE PLANS: Conduct other short courses as deemed necessary

STAFF INVOLVED: Vicki Braglio Luther, Dwight Pace, Bill Goetter, and Joe Luther

OTHER INDIVIDUALS INVOLVED: Tom Mosher
Jose Urcia
Ron Clark
Gary Fergen

DATE: May, 1979

PROJECT: Kalispel Washington Commission for the Humanities Grant

LEAD INSTITUTION OR SUB-REGION: Eastern

PROGRAM AREA: Materials and Education Development

PARTNERS INVOLVED: Program Associate, Eastern Washington University and Washington State University

PRIMARY PROBLEM(S): Invitation to serve on Washington Commission for the Humanities grant steering committee.

PROGRESS: Steering committee met to work on WCH grant proposal for the production of a video-film on the history of the Kalispel people. Eastern Washington University's media center will be contracted to do the technical work. PRI has been asked to coordinate the efforts of the steering committee.

Steering committee is in the process of forming task forces on specific work areas such as script writing.

On February 23, the Washington Commission for the Humanities reviewed the grant proposal and unanimously agreed to fund the project. Steering committee members have met on the Kalispel Reservation in the Kalispel Tribal Hall with Spokane Community Video technicians to begin script development. The script will be developed in two parts. 1) Prior to the arrival of non-Indian settler and 2) Kalispel Life following the exploration and settlement by non-Indians. Projected a completion date for the first part of the script in draft version form is May 31. Continuation of script development and filming will be carried out throughout the summer. Program Assistant, Greg Spencer is currently acting as facilitator to the steering committee and Vicki Braglio Luther is still an active steering committee member.

Eastern Washington University's Instructional Media Center was unable to do the technical work involved in this project. The contract was awarded to Spokane Community Video.

FUTURE PLANS: Project will continue through 1979.

STAFF INVOLVED: Vicki Braglio Luther and Bill Goetter

OTHER INDIVIDUALS INVOLVED:

Gayla Riggs, WCH Program Associate
Sonny Tuttle, Resource Director, Kalispel Tribe
Francis Cullooyah, Chiarman, Tribal Countil
Project Director, Oral culture and history of tribe
Glen Ninema, Vice Chairman, Tribal Council
Alice Ignace, Secretary, Tribal Council
Sue Finnley, Member, Tribal Council
Lawrence Goodrow, Administrative Manager, Fiscal Officer, Tribe
Elizabeth Cook, Assistant Professor of English/ Humanities, Eastern Washington University, Scripting and historical research
Dr. Allan H. Smith, Academic Vice President, Anthropologist/Humanities, Washington State University, Cultural and historical research and direction
Albert Culverwell, Director, Eastern Washington State Historical Society, Historical
Dr. Robert Gariepy, Coordinator of Humanities, Eastern Washington University, Humanities direction
Father Conneley, Catholic priest, Historical and cultural background

CENTRAL SUB-REGION

DATE: September, 1976 - February, 1977

PROJECT: PRI Informational Meetings

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Grant County Extension Service, Grant County Planning Department, Grant County Commissioner, ESD 104, Adams County Extension Service, Big Bend Community College, Adams County Planning Department

PRIMARY PROBLEM(S): Partners initiated the project to obtain citizen input as to problems concerning communities in the area. This information in turn would help the group to select community development projects. The meetings had the two-fold purpose of: (1) informing community groups about PRI and (2) obtaining a list of community problems as perceived by group members. The PRI Program Consultant designed informational materials for the group presentations with assistance from the program assistant.

PROGRESS: A series of presentations to community groups were made by some of the Partners and PRI staff (Central Area).

PRESENT STATUS (as of date indicated): Complete

FUTURE PLANS: Partners will review this project as a means to maintain visibility in the communities.

STAFF INVOLVED: Warren Adams and Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Ray Jongeward, PRI Program Consultant
Ken Waud, Grant County Extension Service
Julian Agranoff, Grant County Planning Department
F. D. O'Donnell, Grant County Commissioner
Ernie Forge, ESD 104
Roland Hintze, Adams County Extension Service
Fred Huston, Big Bend Community College
John Taylor, Adams County Planning Department

DATE: November - December, 1976

PROJECT: Transportation Conference

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Grant County Extension Service, Grant County Planning Department, Grant County Commissioner, ESD 104, Adams County Extension Service, Big Bend Community College, Adams County Planning Department

PRIMARY PROBLEM(S): The project developed in response to a request from Paul Gamble, Transportation Planner, from the State Office of Community Development. He asked the sub-region to sponsor a conference to bring together providers and users of public transportation services in the two county area (Grant/Adams). Participants discussed both transportation needs in the area and alternatives for meeting identified needs.

PROGRESS: A conference was held December 17, 1976, at Big Bend Community College. Following the conference, a temporary committee was established to review the feasibility of a rural transportation system. The committee met for a few months. They developed a needs survey which they sent to the agencies and institutions of the area. The committee disbanded following the survey due to time committments within the agencies. Since then, informal discussions have been held with agency personnel.

PRESENT STATUS (as of date indicated): Complete

FUTURE PLANS: The topic is "closed" for now.

STAFF INVOLVED: Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Paul Gamble, Office of Community Development (State)
Ray Flagg, Moses Lake Cab Co., Inc.
Ken Waud, Grant County Extension Service
Julian Agranoff, Grant County Planning Department
F.D. O'Donnell, Grant County Commissioner
Ernie Forge, ESD 104
Roland Hintze, Adams County Extension Service
Fred Huston, Big Bend Community College
John Taylor, Adams County Planning Department
Representatives of: Grant County Mental Health
Adams County Mental Health
DSHS
Community Action
Grant County Training Center
Sunrise Group Home
Columbia Basin Health Center

DATE: January, 1977 - Present

PROJECT: Othello Community Development

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Grant County Planning Department, Educational Service District, Grant County Commissioner, Adams County Extension Service, Big Bend Community College, Grant County Extension Service

PRIMARY PROBLEM(S): To organize an overall community development group for the greater Othello area.

PROGRESS: A small group of individuals approached PRI for assistance on developing and building a civic center for Othello. PRI held community forums for the group to check the interest of other citizens in the project. PRI's assistance led to the development of an overall community development group, the Greater Othello Development Council, GODC.

The GODC group has identified three areas of interest for activities -- community center, land use, and public works. With community input, the group has focused on the community center.

PRESENT STATUS (as of date indicated): The GODC group recently spent time and effort on forming a Recreation District. They developed a petition and were able to get it on the fall 1978 ballot. The measure passed, and recreation district commissioners were elected. They are now proceeding on developing a civic center plan and getting into other projects.

FUTURE PLANS: PRI will continue support to the group as it continues to organize itself into an effective group for the community. Part of this support will be in identifying and working with citizens, both within and outside the area, who can assist the group in developing projects, solving problems, etc.

STAFF INVOLVED: Warren Adams and Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Ron Clarke, Planning and Community Affairs Office
Ray Jongeward, PRI Program Consultant
Jerry Villarreal, Businessman
Neil Thompson, Pastor
Marv Adams, Superintendent of Schools
Betty Jenkins, Businesswoman
Maxine Taylor, Old Hotel Arts Council
June Lampe, Old Hotel Arts Council
Wilma Dainard, Old Hotel Arts Council
Jean Leary, Othello Drama Group
Dan Leary, Businessman
Mark Sudweeks, Community Schools

Julian Agranoff, Grant County Planning Department
Ernie Forge, ESD
Bill Frederickson, Grant County Commissioner
Roland Hintze, Adams County Extension Service
Fred Huston, Big Bend Community College
John Taylor, Adams County Planning Department
Ken Waud, Grant County Extension Service

DATE: April 6, 1977, June 9, 1977,
July 28, 1977

PROJECT: Royal Slope Area Forums

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Grant County Extension Service, Grant County Planning Department, Grant County Commissioner, ESD 104, Adams County Extension Service, Big Bend Community College, Adams County Planning Department

PRIMARY PROBLEM(S): PRI information presentations made at the Royal Slope Chamber of Commerce created intereste in sponsoring community forums for citizen input regarding perceived community needs/projects. The forums were held as means to explore ways PRI and the Royal Slope area might work together. The meetings focused on identifying needs, helping people decide a course of action and offering alternatives.

PROGRESS: Three community forums were held throughout the summer of 1977 and ended in community members holding an organizational meeting October 27, 1977. The group formed the Royal Slope Development Countil (RSDA). The RSDA is divided into three task forces: Public Facilities, Communications, and Economic Development.

PRESENT STATUS (as of date indicated): On-going

FUTURE PLANS: They hope to maintain a broad based community group which functions as a voice for community members.

STAFF INVOLVED: Ray Jongeward, Warren Adams, and Jeanette Samek

OTHER INDIVIDUALS INVOLVED:
Dwight Duvall, Druggist
Kathy Bilderbach, Teacher
Merle Locke, Superintendent of Schools
Lee Perdue, Mayor
Janet Brooks, Farm Wife
Harris Brooks, Farmer
David Phillips, Farmer
Ken Waud, Grant County Extension Service
Julian Agranoff, Grant County Planning Department
F.D. O'Donnell, Grant County Commissioner
Ernie Forge, ESD 104
Roland Hintze, Adams County Extension Service
Fred Huston, Big Bend Community College
John Taylor, Adams County Planning Department

DATE: December, 1978

PROJECT: Royal Slope Development Association (RSDA) Assistance

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Grant County Community Action, Grant County Extension Service, other Partners have helped in varying degrees

PRIMARY PROBLEM(S): Partners and staff have worked together to link resources with projects the RSDA has selected.

PROGRESS: The RSDA has worked on two projects--a community newspaper and a community cannery. They now have a newspaper established through cooperation of the school district.

PRESENT STATUS (as of date indicated): On-going

FUTURE PLANS: Resource Assistance will be continued as needed for RSDA projects.

STAFF INVOLVED: Warren Adams and Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Trudy Tobias, Grant County Community Action Agency
John Chadwick, Grant County Community Action Agency
Ken Waud, Grant County Extension Service

DATE: December, 1978

PROJECT: Almira Citizens' Group Development

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Adams County Extension Service

PRIMARY PROBLEM(S): To provide information to a group of citizens seeking information on how to begin developing desired projects for the community.

PROGRESS: A force-field analysis technique was used to obtain individual's ideas on the needs of the community. One community problem, litter, was used to illustrate a simple problem-solving technique the citizens could use to find out how other community members feel about this and other issues.

PRESENT STATUS (as of date indicated): Terminated

FUTURE PLANS: None

STAFF INVOLVED: Warren Adams and Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Roland Hintze, Adams County Extension Service
Five Almira women

DATE: November, 1978

PROJECT: Title I Application -- Community Education Program

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Big Bend Community College

PRIMARY PROBLEM(S): To develop an application for Title I (Higher Education Act) funding which attempts to integrate BBCC Community Service potential with local Community Schools programs. Emphasis in the program is on the broad definition of Community Education, focusing on Community Development.

PROGRESS: An exploratory meeting was held to examine issues which might provide the basis for the Title I application. Input received from this meeting was used to develop and submit an application.

PRESENT STATUS (as of date indicated): The application was refused for the 1978 funding cycle.

FUTURE PLANS: To rework the application and resubmit it for the next funding cycle.

STAFF INVOLVED: Warren Adams and Jeanette Samek

OTHER INDIVIDUALS INVOLVED: P. J. DeBeneditti, Moses Lake Community Schools
Bob Grunewald, Washington State University
Rich Hagood, PRI, Washington State University
Fred Huston, Big Bend Community College
Bud Langan, PRI, Spokane
Mike Lange, Big Bend Community College
Ralph Loomis, PRI/Title V, Washington State University
Fred Huston, Big Bend Community College
Doug Miller, Ephrata Community Schools
Carol Oakes, PRI, Wenatchee
Mark Sudweeks, Othello Community Schools
Jerry Thornton, Community Education Coordinator/SPI
Wini Voelkers, WVC, Omak
Sheryl White, Leavenworth Community Schools
Ray Young, Washington State University

DATE: January-March, 1978

PROJECT: PRI Small Group Facilitation Workshops

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Material and Educational Development

PARTNERS INVOLVED: Grant County Planning Department, Grant County Commissioner, Adams County Extension Service, Big Bend Community College, Adams County Planning Department, Grant County Extension Service

PRIMARY PROBLEM(S): To develop a means to (a) respond to groups with organizational and operational problems, and (b) to extend PRI involvement beyond the agency representative level.

PROGRESS: A series of four exploratory meetings was held in four areas in the region--Moses Lake, Ephrata, Ritzville, and Othello. The meetings were held to (a) establish interest in a program on group facilitation skills, and (b) determine the categories people most interested in for workshops.

The input from these meetings was used in designing four workshops on the highest priorities. They were on improving communication skills; building and maintaining group effectiveness; helping groups solve problems and helping groups develop leadership.

PRESENT STATUS (as of date indicated): The workshops were held during January through February, 1978.

FUTURE PLANS: To rework the workshop materials and identify trainers who could utilize the materials for local area training.

STAFF INVOLVED: Warren Adams and Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Ray Jongeward, PRI Program Consultant
Julian Agranoff, Grant County Planning Department
Bill Fredrickson, Grant County Commissioner
Roland Hintze, Adams County Extension Service
Fred Huston, Big Bend Community College
John Taylor, Adams County Planning Department
Ken Waud, Grant County Extension Service

DATE: March, 1978

PROJECT: PAW Planning Short-Course

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Materials and Educational Development

PARTNERS INVOLVED: Grant County Planning Department, Adams County Planning Department, Grant, Adams, Lincoln COG

PRIMARY PROBLEM(S): PRI co-sponsored with the Conference of Governments, the PAW Short-Course for Grant, Adams, and Lincoln Counties.

PROGRESS: Three sessions were held, one in each of the following communities: Othello, Moses Lake, and Davenport.

PRESENT STATUS (as of date indicated): Complete

FUTURE PLANS: We are keeping communities informed about the Short-Course.

STAFF INVOLVED: Warren Adams and Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Ron Clarke, Planning and Community Affairs Agency
Terry Goodman, Lincoln County Planning Department
Julian Agranoff, Grant County Planning Department
John Taylor, Adams County Planning Department
Allan de Laubenfels, Grant, Adams, Lincoln COG

DATE: March-April 1979

PROJECT: Community Skills Development Sessions -- Farm Organizations

LEAD INSTITUTION OR SUB-REGION: Central

PARTNERS INVOLVED: PRI Staff and Extension Service

PROGRAM AREA: Educational and Material Development

PRIMARY PROBLEM(S): Provide group process training to Farm Organization members

PROGRESS: Training was provided to members during March and April. Topics covered were communications, leadership development, problem solving and group development.

PRESENT STATUS (as of date indicated): Terminated

FUTURE STATUS: Group has asked these sessions be provided during the fall/ winter of 1979-1980.

STAFF INVOLVED: Jeanette Samek

OTHER INDIVIDUALS INVOLVED:
Ken Waud, Grant County Extension Service
Dwight Pace, PRI
Gordon Morris, PRI
Nancy Kinder, Farmer's Union
Rosie Younger, Grange
Arlene Fleming, W.I.F.E.
Donna Rexius, W.I.F.E.
Agnes Holloway, Grant County Farm Bureau
Judy Janett, W.I.F.E.
Judi Rataezyk, N.F.O.
Susan Qualls, Grange
Sue Miller, Farmer's Union
Ruth Conarrs, W.I.F.E.
Phyllis Dean, Farmer's Union
Karen Morse, W.I.F.E.
Sharon Guhlke, W.I.F.E.
Iris Houck, W.I.F.E.

DATE: January - June, 1979

PROJECT: Grand Coulee Dam Area Conference of Governments -- Reactivation

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development/Interorganizational Development

PARTNERS INVOLVED: Grant-Lincoln-Adams Conference of Governments

PRIMARY PROBLEM(S): The mayors of Grand Coulee Dam, Coulee Dam, Electric City, and Elmer City were exploring either reactivating their C.O.G. or developing another organization to deal with change in the area. Proposed projects for the area will have impacts requiring a joint effort to handle them between the four communities.

PROGRESS: The Grant-Lincoln-Adams Conference of Governments Director who was working with the group asked PRI to attend a January 1979, meeting with him. Since then the director and PRI staff have provided information regarding organizational alternatives to the mayors and assistance as needed.

PRESENT STATUS (as of date indicated): PRI's major involvement with the group has terminated with their decision to amend an existing interlocal agreement.

FUTURE STATUS: Contact will be maintained by attending a monthly meeting, working with the group's planning committee and being available for assistance when needed.

STAFF INVOLVED: Jeanette Samek, Doug Miller, Bill Thompson

OTHER INDIVIDUALS INVOLVED: Ida Bartels, Grand Coulee City Councilman
Ron Clarke, PCAA
William Dickerson, Coulee Dam Mayor
Raymond Halsey, Electric City Mayor
Larry Seekings, Elmer City Mayor
Allan Webly, Grand Coulee Dam Mayor
Jim Black, Planning Committee Chairman
Doris Finch, Elmer City Clerk
Maxine William, Coulee Dam City Clerk
Bert Baron, PCAA

DATE: February 1979 - June 1979

PROJECT DEVELOPMENT: PRI Library Development

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Education and Material Development/Inter organizational

PARTNERS INVOLVED: Big Bend Community College

PRIMARY PROBLEM(S): Libraries in the region lack current materials on or related to community development/planning. Interest in community improvement is high due to economic and social changes resulting from projects being proposed and/or developed by State, Federal and private organizations. As a result much information is desired and needed by community members and decision makers regarding impacts from the projects.

PROGRESS: Literature has been reviewed for content and quality and an initial list of materials developed. Also, libraries have been checked for materials, type, typics covered, how current materials are, etc. Books on group process have been purchased.

PRESENT STATUS (as of date indicated): This is an on-going project.

FUTURE STATUS: Plans are to develop a network of libraries so community members and staff can have easy access to materials and people.

STAFF INVOLVED: Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Betty Shambrook, BBCC Librarian

DATE: March - June 1979

PROJECT: PRI Informational Brochure

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Materials and Educational Development

PARTNERS INVOLVED: PRI Staff, Extension Service

PRIMARY PROBLEM(S): PRI needs to provide information on its activities and programs to interested community organizations and agencies.

PROGRESS: A brochure has been developed and is ready for distribution.

PRESENT STATUS (as of date indicated): N/A

FUTURE PLANS: The brochures will be available in various offices. Partners will also share information as speakers at a variety of civic and community meetings.

STAFF INVOLVED: Doug Miller

DATE: February 1979 - June 1979

PROJECT: Planning committee -- Grand Coulee Dam Conference of Governments

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development/Materials and Educational Development

PARTNERS INVOLVED: Grant-Lincoln-Adams Conference of Governments

PRIMARY PROBLEM(S): The area Chamber of Commerce (4 communities) formed a planning committee to deal with impacts of proposed major projects (open pit mine, coal-fired energy plant, bank stabilization). Committee members know little about planning but have sought assistance in gaining knowledge and performing tasks assigned by the Conference of Governments.

PROGRESS: Assistance and information has been provided on planning topics and group process skills. Members of the committee attended PRI's community skills workshop in April 1979. They have encouraged the group to take process training when possible and have tried some skills themselves in their work with community groups.

PRESENT STATUS (as of date indicated): This will be an ongoing project. Materials are now being developed to assist them in designing a community survey and establishing a task force on the USBR's bank stabilization program.

FUTURE PLANS: Materials and mini-sessions on group process will be provided to the group as needed. Materials and assistance from EWU and WSU faculty will be requested.

STAFF INVOLVED: Jeanette Samek, Doug Miller, Bill Thompson

OTHER INDIVIDUALS INVOLVED: Jim Black, Chairman, Planning Committee
Lolena Shambaugh, Planning Committee
Homer Todd, Planning Committee
Leigh Cox, Planning Committee
Jerry Kennedy, Planning Committee
John Geiser, Planning Committee
Lance Brewer, Planning Committee
Dave Schmidt, Planning Committee
Bert Baron, PCAA

DATE: March 1979 - Present

PROJECT: Grand Coulee Dam Planning Committee Assistance

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Grant-Lincoln-Adams Conference of Governments
Grant County Planning Department

PRIMARY PROBLEM(S): The Grand Coulee Dam Planning Commission is a new body. They need assistance in finding sources of information or planning topics as well as laws and regulations on planning. PRI staff was contacted following the slide presentation for information regarding material and individuals how could help them define their duties and power and organize to accomplish their tasks.

PROGRESS: PRI assisted in establishing contacts between the planning commission and the county planning director and the Grant-Lincoln-Adams COG director. Contacts were made with the PCAA resulting in visits by PCAA staff and a PAW shortcourse for the 4 communities in May. Information has also been provided in programs at EWU, the various statewide planning organizations and the Association of Washington Cities.

PRESENT STATUS (as of date indicated): PRI is available for future assistance.

FUTURE STATUS: To provide additional information as requested and provide educational opportunities (workshops, materials) which will improve the skills and information available to the planning commission members.

STAFF INVOLVED: Jeanette Samek

OTHER INDIVIDUALS INVOLVED: Bert Baron, PCAA
Ron Clarke, PCAA
Elsie Snooks, Secretary, Grand Coulee Dam Planning Com
Ida Bartels, Councilmen, Grand Coulee Dam

DATE: February 1979 - June 1979

PROJECT DEVELOPMENT: Royal Slope Development Association (RSDA) Cannery Project

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: PRI Staff, WSU

PRIMARY PROBLEM(S): The cannery project has been identified as a means to improve the economic base of the area.

PROGRESS: PRI staff helped the RSDA in gathering information on consumer cooperatives and organizating one. The group, the Royal Slope Custom Cannery and gain information regarding membership and stock in the organization. An informational brochure has been developed for the group.

PRESENT STATUS (as of date indicated): The Cannery Board President ahs asked PRI for assistance in developing a master plan for the project. They have contacted an economist at WSU to help in setting up an accounting system.

FUTURE STATUS: Technical assistance will be provided through local Partners and WSU faculty.

STAFF INVOLVED: Bill Thompson, Jeanette Samek

OTHER INDIVIDUALS INVOLVED:
Lee Perdue, Royal City Mayor
Dwight DuVall, President, Custom Cannery Board
Harris Brooks, Vice President
Gene Robbins, Director
Willis Miller, Direcotr
Merle Locke, Director
Charles Jabbora, Director
Carol Turley, Director
Janet Brooks, Secretary/Treasurer
Donald Franklin, Lawyer (Seattle)
Rya Duft, WSU
Bill Schoeder, CED--WSU

DATE: April-May 1979

EVENT: Grand Coulee Dam COG - HUD '701' Grant Assistance

LEAD INSTITUTION OR SUB-REGION: Central

PROGRAM AREA: Project Development

PARTNERS INVOLVED: PRI Staff

PRIMARY PROBLEM(S): To assist COG members and the COG planning committee in exploring the development of a '701' application. This involved exploring the group's need for initial planning studies of the area. These were to be used as a basis for developing strategies to deal with impacts of proposed projects (Amex open pit mine; WWP coal-fired plant; and the USBR bank stabilization program).

PROGRESS: PRI staff attended meetings of the groups and helped the planning committee explore its needs and alternatives regarding staff and issues.

PRESENT STATUS (as of date indicated): Application not developed at this time due to short timeline to get application in PCAA.

FUTURE STATUS: The planning committee together with the mayors and government bodies of the four communities will spend time gathering information as a basis for an application either for future '701' funds or other funding sources.

STAFF INVOLVED: Jeanette Samek, Doug Miller

OTHER INDIVIDUALS INVOLVED: Bert Baron, PCAA
Larry Seekins, Mayor Elmer City
Ray Halsey, Mayor Electric City
William Dickerson, Mayor Coulee Dam
Allan Webley, Mayor, Grand Coulee Dam
Jim Black, Chairman, Planning Committee
Lolena Shambaugh, Member, Planning Committee
Doris Finch, City Clerk, Elmer City
Maxine Williams, City Clerk, Coulee Dam

DATE: March 1979

EVENT: Ritzville AAUW Library Project

LEAD INSTITUTION OR SUB-REGION: Central

PARTNERS INVOLVED: Extension Service

PROGRAM AREA: Project Development

PRIMARY PROBLEM(S): Two members of the Ritzville AAUW wanted information on ways they could update the library facilities and programs.

PROGRESS: Staff met with them to assess their need. Staff also put together a list of possible funding sources and contacts.

PRESENT PLANS (as of date indicated): PRI involvement terminated. Extension staff is now working with the group.

FUTURE PLANS: N/A

STAFF INVOLVED: Jeanette Samek, Doug Miller

OTHER INDIVIDUALS INVOLVED: Judith Baylor, AAUW
Suzanne Hauff, AAUW

WESTERN SUB-REGION

DATE: June, 1979

PROJECT: Bridgeport Community Development

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Wenatchee Valley College, Cooperative Extension Service, Educational Service District, Community Action Program

PRIMARY PROBLEM(S): Bridgeport is a small decentralized community which lacks not only effective recognized leadership, but also lacks community spirit and cohesiveness. The partners have defined the process of establishing a community school as one mechanism to gain interest in solving the problem of decentralization in the community as well as generating some leadership talents from the community.

PROGRESS: PRI has identified groups in the community which recognize the above mentioned problems, and have worked with them in generating interest in a community school as a way of solving some community problems. An educational awareness effort was launched; many community groups were exposed to the idea of a community school. PRI also conducted a power study to pinpoint key leaders in the community and saught their support for the effort. PRI worked with the Bridgeport School Board on an approach to the establishment of a community school. Acting in an advisory capacity, PRI worked with an appointed nominating committee whose tasks were to continue the publicity effort through the media, conduct a needs assessment and nominate key power leaders to the community school council. As a result of the needs assessment the nominating committee recommended to the Bridgeport School Board that a community school be established and submitted a list of possible candidates for the community school council. The School Board accepted the recommendation. PRI worked with the community school advisory board in establishing rules and regulations for operating. Roles and responsibilities of Advisory Board members and the relationship the Advisory Board has with the school board have also been clarified. A community school in Bridgeport has been established that will address problems of decentralization and lack of leadership. Leadership training courses have also been given to the board.

PRESENT STATUS (as of date indicated): Resource linking for courses sponsored by the Community school.

FUTURE PLANS: Project completed.

STAFF INVOLVED: Sally Bartrum and Carol Oakes

OTHER INDIVIDUALS INVOLVED: Ann Diede, Cooperative Extension Service
Bob Johnson, Cooperative Extension Service
Dick Bartram, Cooperative Extension Service
Ernie Forge, Educational Service District
Wini Voelckers, Wenatchee Valley College
Ed Hill, Wenatchee Valley College

Bob Patrick, Douglas County Planner
Harry Rhodes, Superintendent of Bridgeport Schools
Roland Brincken, Chairman of Bridgeport School Board
Betty Huff, Mayor of Bridgeport
Carolyn Urban, Chamber of Commerce
Ben Parsens, Orchardist
Ed Wesselman, Banker
Randy Wesselman, ASB President of Bridgeport High School
Nancy Stoll, Substitute Teacher
Barry Watson, Rancher
Harvey Hanon, Principal Bridgeport High School
Fred Schmidt, Senior Citizen Representative

DATE: June, 1979

PROJECT: Bridgeport Leadership Training

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Cooperative Extension Service

PRIMARY PROBLEM(S): Lack of leadership skills or opportunities to acquire them.

PROGRESS: As a result of Bob Howell's presentation on Leadership Training Programs at the PRI Public Forum in February, 1978, some Bridgeport people requested that PRI conduct leadership training in the community. The courses are aimed at established and potential leaders in the community. PRI expressed concern that leadership training outside of the community schools effort might lead to confusion; so the training program was sponsored by the new Community School Citizens Committee. Leadership training courses were conducted at a suitable time and place by the staff of PRI, CES, and Eastern Washington University. Members of the community and the Community School Council attended the course.

PRESENT STATUS (as of date indicated): Leadership Course Completed

FUTURE PLANS: Project Completed.

STAFF INVOLVED: Sally Bartrum, Vicki Braglio Luther, Greg Spencer

OTHER INDIVIDUALS INVOLVED:
Bob Howell, Cooperative Extension Service
Bob Johnson, Cooperative Extension Service
Wini Voelckers, Wenatchee Valley College
Barry Watson, Bridgeport Community School Committee
Harry Rhodes, Bridgeport Community School Committee
Nancy Stoll, Bridgeport Community School Committee
Kelley Urban, Bridgeport Community School Committee
Ed Wesselman, Bridgeport Community School Committee
Randy Wesselman, Bridgeport Community School Committee
Betty Huff, Bridgeport Community School Committee
Ben Parsens, Bridgeport Community School Committee
Fred Schmidt, Bridgeport Community School Committee
Bill Goetter, Eastern Washington University
Dwight Pace, Cooperative Extension Service

DATE: June, 1979

PROJECT: City Government Forums

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Educational and Material Development

PARTNERS INVOLVED: Washington State University

PRIMARY PROBLEM(S): Currently petitions were circulating in an effort to change the city government in Wenatchee. Changing the Wenatchee form of city government is controversial and the need to provide more information on the source is timely. Therefore, it was deemed necessary to provide the Wenatchee public with an objective view of the three forms of government.

PROGRESS: Three program planning meetings were held with the League of Women Voters, American Association of University Women and PRI to discuss the need for an educational program, and also lay out the format of the upcoming city government forum. The keynote speaker selected was a PRI staff person from Washington State University who offered an objective overview of the three types of city government. Following his presentation were three presentations supporting each form of government. The forum was video-taped and available to anyone interested. It was also aired six times on the local television station.

PRESENT STATUS (as of date indicated): The citizens of Wenatchee have selected the forms of government.

FUTURE PLANS: Project completed.

OTHER INDIVIDUALS INVOLVED: Ella Savina, League of Women Voters
Helene Henkle, American Association of University Women (AAUW)
Betty Edmundsen, Mayor of Yakima
Kyle Yonkers, Citizen of Wentachee
Marlene Curtis, Community Resource Center

DATE: June, 1979

PROJECT: Wenatchee Area Community Resource Center

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Interagency Coordination/Organizational Development

PARTNERS INVOLVED: Wenatchee Valley College

PRIMARY PROBLEM(S): In order to make community resources of the Greater Wenatchee area more accessible to the general public there is a need to identify and coordinate these resources. There is also a need to develop a system for informing and involving more citizens in issues and problems or concerns in community decision-making.

PROGRESS: The Community Involvement Group, formed out of the Wenatchee Valley College planning seminar held at Sun Mountain last fall, felt it was the responsibility of the college to provide a mechanism to spark citizen participation in local decision making by providing information and education on local issues, activities and organizations and by training citizens in successful citizen participation techniques. Working with the Community Involvement Group, the college responded to this request by applying for a grant. As a result of their efforts, a $40,000 grant was received from the W. K. Kellogg Foundation through the American Association for Community and Junior Colleges in collaboration with the National Self Help Resource Center, Inc. in Washington, D.C. Wenatchee Valley College was one of six community colleges in the nation to receive this grant. The goal of the grant is to come up with a model for a community college based resource center.

PRESENT STATUS (as of date indicated): Currently the newly hired coordinator is working in the PRI and an advisory committee, composed of Wenatchee Valley College administrators, faculty, and community leaders, in establishing goals and objectives and identifying possible candidates who will participate in a steering committee.

FUTURE PLANS: The resource center will be involved in an information exchange, community dialogues, and alliance building activities, and services, a citizen talent bank, a resource library, a citizen alert program, speakers bureau, town meetings, a facility directory, and other activities. PRI will continue to lend support for their efforts.

STAFF INVOLVED: Sally Bartrum, Gordon Morris

OTHER INDIVIDUALS INVOLVED: Marlene Curtis, Community Resource Center
Ed Hill, Wenatchee Valley College
Nancy Stetson, Wenatchee Valley College
Joan Gregg, Wenatchee Valley College
Frank See, Wenatchee Valley College
Keith Sexson, Wenatchee Valley College
Paul Stowell, Wenatchee Valley College
Jim Pope, Chelan County Public Utility District

Chuck Largent, City of Wenatchee
Helene Henkle, Citizen
Peggy Plew, Citizen
Mary Henrie, Citizen

DATE: June, 1979

PROJECT: Sub-regional Partner Coordination of Goals and Perceptions of PRI

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Inter-organizational Coordination

PARTNERS INVOLVED: Wenatchee Valley College, Cooperative Extension Service, Education Service District, County Planners, Upper Columbia Economic Development District

PRIMARY PROBLEM(S): From December 1977 to April 1978 the partners appeared to be confused as to what the purpose of PRI was and what program to pursue. There was also a lack of clarity as to the difference in responsibilities of the Program Associate (Sally Bartrum) and the Program Assistant (Carol Oakes).

PROGRESS: In April the Program Associate conducted personnel interviews with the partners and at that time many misconceptions were clarified. Rich Hagood, Administrative Director for PRI attended a staff meeting and explained the purpose of PRI and the goal of establishing a model--he referred to the annual report's summary of the "Nine Levels of Coordination" (page 14 Annual Report June 1977). A written Statement of Objectives (see Staff report May 26) was developed to help clarify goals and objectives. In June the partners identified several viable projects they could work on as a group. Staff with input from the partners developed a plan of work. Job descriptions were also written up by the staff and approved by the partners.

PRESENT STATUS (as of date indicated): Partners and staff are actively involved in identified projects and a plan of work is being implemented. Staff are carrying out duties according to job descriptions.

FUTURE PLANS: Write staff reports once a month to keep local partners and other staff informed on Western PRI sub-region activies. Document obsticles to interagency cooperation. Continue to provide clarity to the role of staff and partners.

STAFF INVOLVED: Sally Bartrum and Carol Oakes

DATE: June, 1979

PROJECT: East Wenatchee Development

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Wenatchee Valley College, County Planners

PRIMARY PROBLEM(S): Growth in East Wenatchee area is impacting the local community and the potential problems are largely unrecognized by the community.

PROGRESS: The Chamber of Commerce, recognizing the potential problems, invited the University of Washington Office of Community and Organizational Development to examine the issues in the community. PRI began working with the East Wenatchee Citizens Group and the University of Washington in the spring of 1976. Community meetings were held to gather data concerning citizens' attitudes and wishes. Two task force groups were organized--one to study traffic problems and the other to study procedures in changing the name of the community.

PRESENT STATUS (as of date indicated): The name change task force has submitted its report. The Traffic Safety Task Force is currently gathering data about traffic patterns near schools.

FUTURE PLANS: Reconvene group and facilitate decision group's future actions.

STAFF INVOLVED: Carol Oakes

OTHER INDIVIDUALS INVOLVED: Bob Patrick, Douglas County Planners
Ed Hill, Wenatchee Valley College
Dennis Ray, Eastmont School District
MaryAnne Johnson, Eastmont School District
John Fratt, Port District
Earl Ruddach, Eastmont Jacee's
Wanda Arndt, East Wenatchee Chamber
Ed Sheridan, University of Washington

DATE: June, 1979

PROJECT: Energy Education

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Inter-organization Coordination and Education and Materials Development

PARTNERS INVOLVED: Cooperative Extension Service, Wenatchee Valley College, Educational Service District, Chelan County Planners, Community Action Program

PRIMARY PROBLEM(S): Citizens from Douglas, Chelan, and Okanogan Counties who participated in the Energy Education Forum that was conducted April 7 and 8, 1978, in Wenatchee, expressed a need for more information on conservation and issues and policies that affect energy decisions.

PROGRESS: A PRI sponsored Solar Energy Informational meeting was held in Wenatchee March 15, 1979. Community interest in the subject matter led to investigation of possible classes and workshops offered by WVC and CAP.

The PRI Energy sub-committee has gathered data on current energy supplier/user situation in the 3 county area. Heat unit efficiency and service is being studied. Possible education programs are being explored.

PRESENT STATUS (as of date indicated): PRI staff is working with the Directors of CAP Energy Program in planning an energy conservation education project geared for the low-income population in the Wenatchee-East Wenatchee area. PRI Energy sub-committee is exploring a program thrust for the energy policy project.

FUTURE PLANS: Continue Public Affairs Energy Educational Project for 3-5 years. Explore funding sources.

STAFF INVOLVED: Sally Bartrum, Carol Oakes, and Gordon Morris

OTHER INDIVIDUALS INVOLVED: Mark Wiser, Community Action Program
Ed Loidhamer, Chelan County Planner
Dick Bartram, Cooperative Extension Service
Ernie Forge, Educational Service District
Lynda Pheasant, Citizen
Jim Donaldson, Family Advocacy

DATE: June, 1979

PROJECT: Energy Forum Northeast--Wenatchee

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Interagency Coordination

PARTNERS INVOLVED: Cooperative Extension Service, Wenatchee Valley College, Educational Service District, Community Action Program

PRIMARY PROBLEM(S): University of Washington Asked for PRI's help in setting up an Energy Forum in Wenatchee.

PROGRESS: With the assistance of western sub-regional partners two program planning meetings were held with interested citizens and agencies. It was through this effort that the forum was localized by involving residents early in the planning process. At the planning meetings the format for the agenda was composed and appropriate resource people identified. April 7 and 8, 1978, PRI and the University of Washington sponsored a workshop that discussed energy issues and public policy. The program focused on community goals and the kinds and amounts of energy needed to make those goals a reality. The energy forum was an effort at involving agencies outside of the PRI sub-committee partners in a cooperative endeavor.

PRESENT STATUS (as of date indicated): As a result of the Energy Forum, PRI has been given more exposure to other public. Media relations have also improved and more dialogue has come about among the different agencies involved in the formation of the program. The Forum has aslso allowed the public to share ideas with energy providers and other experts in the field, as well as allow some citizen input into energy policy.

FUTURE PLANS: It is PRI's intent that data collected as a result of the Forum can be put to use in further educational endeavors in an inter-agency setting.

STAFF INVOLVED: Sally Bartrum and Carol Oakes

OTHER INDIVIDUALS INVOLVED: Ed Hill, Wenatchee Valley College
Bill Tarver, Community Action Program
Roselyn Purdom, League of Women Voters
Gary Cameron, North Central Weashington Development Council
Jim Huffman, Chelan County Public Utility District
Roberta Lewandowski, University of Washington
Rob Wilkenson, University of Washington
George Sangster, U.C.E.D.D.
Jim Thompson, Alcoa
Shawn Keith
Linda Bond, Washington State Energy Office
Bill Arthur, Eastern Washington University
Don Moos, Chelan County PUD

Jim Lynch, Mayor of Wenatchee
Kirby Billingsley, Chelan County PUD
Dan Bertrand, North Central Washington Labor Council
Dick Harris, Cheland County Port District
Carl Barr, Grant County PUD
Jim Pope, Chelan County PUD
Howard Schoffen, Cheland County PUD
Ed Miers, NE Washington Rural Resource
Marge Palmer, Energy Forum Northwest
Maureen Wicks, Leavenworth Citizen

DATE: June, 1979

PROJECT: Purchase of Books

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Education and Material Development and Interagency Coordination

PARTNERS INVOLVED: North Central Regional Library, Wenatchee Valley College

PRIMARY PROBLEM(S): Lack of information available to people in region on topics in the field of energy.

PROGRESS: $2600 was budgeted for purchase of books on social, political, and economic issues related to energy. $1678 has been accounted for and books have been processed and placed in the Regional Library.

PRESENT STATUS (as of date indicated): The approximate $1000 remaining to date has been lost through fiscal procedure. The total amount was encumbered in 1977. Some books were out of print, others not available but not back or re-ordered. The Regional Library is eligible for a 30% volume discount that PRI was unable to take advantage of since the books were purchased through WVC and placed in the Regional Library. Currently the following situation is being explored--can the remaining $1000 be contracted to the Regional Library allowing them to re-order the energy resource materials and take advantage of the 30% discount? The books that have already been ordered have been used in support of the energy projects. Energy book displays have been provided for the energy workshops.

FUTURE PLANS: Have books in library available to people in (26) small communities. Books will support the Energy Education Program.

STAFF INVOLVED: Sally Bartrum

OTHER INDIVIDUALS INVOLVED: Lance Wyman, North Central Regional Library
Mike Lynch, North Central Regional Library
Ed Hill, Wenatchee Valley College

DATE: June, 1979

PROJECT: Okanogan County Community Education

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Inter-organization Coordination

PARTNERS INVOLVED: Wenatchee Valley College, Community Action Program

PRIMARY PROBLEM(S): Superintendents in Okanogan already have schools open to the public at night, but need to have a more coordinated effort among users of the facilities, and need money and staff to support an expansion of a community education program.

PROGRESS: Meetings were set with superintendents from Okanogan County to assess interest in pursuing alternative approaches to community education. As a result of these meetings with the superintendents, it was agreed that there was a need for a program that would consist of an information-sharing session of how to overcome some of the key obstacles to initiating and sustaining a community education program. A meeting was held and attended by superintendents, Wenatchee Valley College representatives, Community Action representatives, the Colville Confederated Tribes, and SPI. Commitment was gained from the superintendents to support a pilot community education program that would be of an interagency nature and involve funding and staff support from Community Action and local government.

PRESENT STATUS (as of date indicated): PRI staff and Community Action are currently laying out a strategy to seek support from various service agencies, local government, and the general community in the Okanogan area.

FUTURE PLANS: The establishment of Community Education Programs in Okanaogan.

STAFF INVOLVED: Sally Bartrum

OTHER INDIVIDUALS INVOLVED:
Wini Voelckers, Wenatchee Valley College
Hazel Burnett, Community Action Program
Betty Brill, Community Action Program
Darling Wilder, Colville Confederated Tribes
Jerry Mills, Superintendent of Tonasket School District
Bill Laws, Superintendent of Okanogan School District
John Turner, Superintendent of Omak School District
Ben Johnson, Superintendent of Nespelum School District

DATE: June, 1979

PROJECT: Quad-City Council Training (Bridgeport, Brewster, Mansfield, Pateros)

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Wenatchee Valley College, Douglas County Planning Office, Okanogan County Planning Office, Upper Columbia Economic Development District

PRIMARY PROBLEM(S): Mayors, city councilmen, and city clerks have expressed a need for training to aid them in carrying out their responsibilities as elected officials. Currently there are not agencies or institutions providing quality training to local government officials in rural isolated areas. PRI is in the process of addressing this need.

PROGRESS: As a result of a direct request for city council training from the Bridgeport City Council, the partners formed a sub-committee to determine the needs of the city council members in the area. Through direct interviews conducted by Sally Bartrum and Wini Voelckers it was determined that more information was needed on roles and responsibilities, budgeting, grantsmanship and community responsiveness. It was also thought that Quad-City training would allow city council members from Bridgeport, Brewster, Mansfield, and Pateros to share common problems and concerns. In the process of linking resources to meet training needs, PRI discovered that there is no one person or agency that can fulfill the required training needs at the local level. Training is provided by some state agencies, but the workshops generally have a large number of participants and also require a long distance for council members to travel. Both of these conditions create obstacles of cost, time, and needed individual attention. PRI tested the feasibility of WSU responding to the request through the development of audio-visual aids.

PRESENT STATUS (as of date indicated): PRI, the state auditors office and the audio-visual department at WSU have developed a video-tape on budgeting accounting and review.

FUTURE PLANS: Coordinate training programs in cooperation with the deputy auditor in Wenatchee for municiple officals in Chelan, Douglas and Okanogan Counties.

STAFF INVOLVED: Sally Bartrum and Gordon Morris

OTHER INDIVIDUALS INVOLVED: Wini Voelckers, Wenatchee Valley College
Bob Patrick, Douglas County Planning Office
Art Olsen, Okanogan County Planning Office
Betty Huff, Mayor of Bridgeport

DATE: June, 1979

PROJECT: Women's Resource Center

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Washington State University, Cooperative Extension Service, Wenatchee Valley College

PRIMARY PROBLEM(S): A network of information and support for women in North Central Washington does not exist. Many of the needs of rural women are not being addressed by existing agencies.

PROGRESS: Programs have been offered throughout the year on issues facing women. PRI has provided resource linkage for programming as well as organizational structure. A director for the Center was hired to further expand the programming offered.

PRESENT STATUS (as of date indicated): Currently a funding search is being conducted through WSU Cooperative Extension.

FUTURE PLANS: PRI will continue to provide technical and process assistance and act as a resource linker for program needs. Shelter for battered women.

STAFF INVOLVED: Carol Oakes

OTHER INDIVIDUALS INVOLVED: Nancy Flint, Wenatchee Valley College
Margaret Viebrock, Cooperative Extension Service
Gale Bates, YWCA former Director
Joan Lolos, YWCA Director
Sandy Covey, Director WRC
Mary Sue Sensany, Employment Security
Sally Wilbur, Employment Security
Pat Swanson, Leauge of Women Voters

DATE: May, 1979

PROJECT: Wenatchee Valley College--Institutional Change

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM ARE: Organizational Development

PARTNERS INVOLVED: Wenatchee Valley College

PRIMARY PROBLEM(S): Wenatchee Valley College is involved in a process of institutional change. They have asked for PRI assistance for the input into that process.

PROGRESS: The Wenatchee Valley College administration has asked the program associate to attend four days of administrative workshops in which the college established goals and objectives and set a planning direction for 1979-1980. PRI has also been asked to serve on three institutional change committees:

1. Planning Committee: Responsible for implimenting a planning process.
   Chairman is Dean of Instruction and members include: Dean of Students and the information and development officers.
2. Enrollment Management Committee: Responsible for undertaking an aggressive program for admission, marketing and retention. Chairman is Associate Dean of Admissions. Members include: representative from faculty and staff.
3. Outreach Committee: Responsible for analyzing and recommending the college's role and outreach development strategies to fulfill that role.
   Co-chair people are Ed Hill and Wini Voelckers. Members include: Representative sample of director of existing outreach program.

PRESENT STATUS (as of date indicated): Currently PRI is working on the committees in laying our strategies.

FUTURE PLANS: Hopefully Wenatchee Valley College will be able, with the help of PRI, to create a climate for change, which will enable Wenatchee Valley College to become involved in an all encompassing institutional change process.

STAFF INVOLVED: Sally Bartrum

OTHER INDIVIDUALS INVOLVED: Jim Davis, Wenatchee Valley College
Jerry Merrill, Wenatchee Valley College
John Wisen, Wenatchee Valley College
Ed Hill, Wenatchee Valley College
Wini Voelckers, Wenatchee Valley College
Jim Flint, Wenatchee Valley College
Nancy Stetson, Wenatchee Valley College
Bob Eley, Wenatchee Valley College
Don Schoening, Wenatchee Valley College
Ken Speegle, Wenatchee Valley College
Donna Allen, Wenatchee Valley College

DATE: May, 1979

PROJECT: Planning Grant for Public Television and Radio for Central Washington

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Inter-organizational Coordination

PARTNERS INVOLVED: Wenatchee Valley College and Washington State University

PRIMARY PROBLEM(S): Need for local educational television station in Central Washington

PROGRESS: Wenatchee Valley College and Washington State University are both interested in establishing a local PBS television and radio station. PRI made arrangements for the manager of KWSU Radio-TV in Pullman to meet with the deans and president of Wenatchee Valley College. It was decided at that time that Wenatchee Valley College and Washington State University would apply for a joint planning grant to study the feasibility of a PBS station in the area.

PRESENT STATUS (as of date indicated): Both Wenatchee Valley College and Washington State University are in the process of applying for the planning grant. PRI is generating support for the effort from other institutions.

FUTURE PLANS: To obtain grant monies to study the feasibility of a PBS TV station. If the study determines that it is feasible then Washington State University and Wenatchee Valley College will provide programming for a PBS TV station.

STAFF INVOLVED: Sally Bartrum

OTHER INDIVIDUALS INVOLVED: Bill Martin, Wenatchee Valley College
Dennis Haarsager, Washington State University
Pete Lolus, Educational Service District
Mike Lynch, Regional Library

DATE: May, 1979

PROJECT: Wenatchee Valley College Community Needs Assessment

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Wenatchee Valley College, Washington State University, Cooperative Extension Service

PRIMARY PROBLEM(S): Wenatchee Valley College enrollment is down. Need a survey that would explore people's interest in college programs and pinpoint existing barriers and obstacles.

PROGRESS: The college administration asked the program associate to work with the Wenatchee Valley College Vice President in developing a survey instrument to assess community needs. Simultaneously, the Wenatchee Valley College faculty asked for similar input from PRI into a study that would examine barriers and obstacles of Wenatchee Valley College to low income, women, and minorities. PRI was instrumental in developing a process that allowed total college input and coordinated the needs of the administration and faculty in an all incompassing survey. PRI, utilizing the resources of Washington State University and the Cooperative Extension Service, worked closely with the president and the Dean of Instruction of Wenatchee Valley College, to insure that a quality instrument would be developed and data collected would have input into the direction of instrumental change.

PRESENT STATUS (as of date indicated): The survey has been completed and mailed to a sample of the 3 county residents. Some questionnaires are being returned.

FUTURE PLANS: PRI will attempt to encourage Wenatchee Valley College to develop programs and remove barriers as indicated in the survey.

STAFF INVOLVED: Sally Bartrum

OTHER INDIVIDUALS INVOLVED: Don Dillman, Rural Sociology, WSU
Bob Howell, Cooperative Extension Service
Bill Muirhead, Wenatchee Valley College
Jerry Merrill, Wenatchee Valley College
Jim Davis, Wenatchee Valley College
25-faculty members of Wenatchee Valley College

DATE: May, 1979

PROJECT: Entiat Day Care Center/Parent-Cooperative Pre-School

LEAD INSTITUTION OR SUB-REGION: Western

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Wenatchee Va-ley College and Cooperative Extension Service

PRIMARY PROBLEM(S): The community of Entiat apparently needs child care services for working and non-working parents.

PROGRESS: The superintendent of the Entiat School District requested PRI assistance in the establishment of a day care center.

PRESENT STATUS (as of date indicated): PRI is now working with the superintendent and an interested group of citizens on a needs identification strategy. A survey instrument has been developed and distributed to working mothers in the community.

PRI is also instrumental in establishing parent-cooperative pre-school, where parents attend Wenatchee Valley College classes on child development as well as in the pre-school. Seventeen families are currently attending the school which is being coordinated by a Wenatchee Valley College professional.

FUTURE PLANS: To establish a need for day care center and aid the community in its formation if it is needed.

STAFF INVOLVED: Sally Bartrum

OTHER INDIVIDUALS INVOLVED: Bob Paterson, Entiat School District
Barb Congdon, Wenatchee Valley College
Roxie Asher, Entiat Day Care Committee
Yvonne Auvil, Entiat Day Care Committee
Chris Schwinkendorf, Entiat Day Care Committee
Lynn Ball, Entiat Day Care Committee
Cindy Seat, Entiat Day Care Committee
Sue Blanchfield, Entiat Day Care Committee

REGION-WIDE PROJECTS

DATE: December, 1978

PROJECT: Regional Task Forces

LEAD INSTITUTION OR SUB-REGION: All Regions

PROGRAM AREA: All Areas

PARTNERS INVOLVED: RCC, Subregions

PRIMARY PROBLEM(S): Generally, there has been a lack of focus on problems affecting the entire PRI region. In the past, all of the sub-regions have concentrated only on problems within their respective areas of concern. It is thought by members of both the staff and the Regional Coordinating Committee that the Partnership should also address problems confronting the whole area.

PROGRESS: Members of the staff suggested to the RCC that that body sponsor regional, citizen-based task forces which would have the responsibility of studying issues and recommend alternative courses of action. The RCC would then select an appropriate course of action based on the recommendations of the task forces. A subcommittee of the RCC has initiated the process of soliciting suggestions for appropriate regional issues from the sub-regions, staff, and members of the RCC itself.

PRESENT STATUS (as of date indicated): The subcommittee is soliciting ideas, screening the various suggestions, and making recommendations for issue selection to the RCC as a whole.

FUTURE PLANS: The RCC will select an appropriate issue to be studied and will then go to the sub-regions for likely task force members from each area, making sure that people affected by the issue are involved. Any number of voluntary members will be welcome to participate, including at least one member of the RCC and involving one staff person. Additionally, the state Title V program will make a graduate research assistant available to aid the task force in research and writing chores. It is intended that the task force will produce publishable results which can have further application in other areas.

STAFF INVOLVED: Ralph Loomis and others

OTHER INDIVIDUALS INVOLVED: To be selected

DATE: January, 1979

PROJECT: PRI Public Forums, 1977 and 1978

LEAD INSTITUTION OR SUB-REGION: All Regions

PROGRAM AREA: All Areas

PARTNERS INVOLVED: All Partners

PRIMARY PROBLEM(S): The public forums are part of the Parntership for Rural Improvement's effort to involve citizens and officials from many sectors of government, industry, and education in seeking solutions to rural problems; a public forum is held annually to facilitate the dissemination of knowledge on rural issues, the exchange of ideas, and to promote contacts conducive to problem solving and linkage building.

PROGRESS: The 1977 PRI public forum, was held April 22-23, 1977 in the Riverfront Park Convention Center, Spokane, Washington. More than 300 participants from many sectors of public and private life discussed rural planning and development issues and heard progress reports on the development of the PRI program. Several prominent speakers participated including: Governor Dixy Lee Ray, spoke on the state's rural development priorities; University presidents Glenn Terrell of Washington State University and George Frederickson of Eastern Washington University, discussed the roles of higher educational institutions in rural development; Dr. Alex Mercure, Assistant U.S. Secretary of Agriculture for Rural Development discussed the stance of the new administration toward rural areas.

The 1978 public forum was held February 23-24, 1978, at Wenatchee, Washington. Keynote speaker was Washington State Senator Bruce Wilson, who addressed "Issues and Influences on Rural Decision Making." Senator Wilson shared with participants his views on the decision making processes operating in rural regions, and what outside agents should know before intervening in a rural locale. PRI subregions had a project fair to display the progress of their activities. A segment of the forum concentrated on case studies in decision making, which included as speakers, Dr. Robert Howell of Washington State University who discussed public affairs leadership development; Dr. Marvin Weiss, Dean of Community Education at Clackamas Community College in Oregon, who described the cooperation between his college and the local public shcool districts to provide a community education program; Dr. Ron Faas of Washington State University, who discussed different strategies for managing growth impacts at the local level; and Dr. Robert Johnson, Vice President for Public Services and Development, Southwest Minnesota State University, who told participants about the Countryside Council, a grassroots association of rural people in southwest Minnesota.

A practitioners workshop was intended to help people develop skills and gain information necessary for handling rural issues. Featured were Dr. Joseph Luther of Eastern Washington University and Dr. Ray Jongeward of Northwest Regional Educational Laboratory. Another segment of the forum dealt with projects of regional impact occurring

within the PRI region, including the Second Bacon Siphon Tunnel Irrigation project, Washington Water Power's coal-fired generating plant at Creston, Washington, and the Colville Confederated Tribes Uranium Mining Project.

PRESENT STATUS (as of date indicated):

FUTURE PLANS:

STAFF INVOLVED: William R. Lassey (1977) and Robert Grunewald (1978) and all other PRI Staff.

OTHER INDIVIDUALS INVOLVED:

DATE: March, 1979

PROJECT: 1979 PRI Public Forum

LEAD INSTITUTION OR SUB-REGION: Regional Coordinating Committee

PROGRAM AREA: Region-wide

PARTNERS INVOLVED: All

PRIMARY PROBLEM(S): The public forum is an integral part of the Partnership for Rural Improvement's efforts to bring people together in an atmosphere of cooperation, to report to sponsor-constituents on PRI programs, projects, and activities, to strengthen the inter-agency base for collaboration, and to examine issues of concern to rural north central and northeastern Washington.

PROGRESS: The 1979 PRI Forum, "Planning Today For Tomorrow: Toward Responsive Rural Organizations," was held March 8-9, at the Hallmark Inn, Moses Lake, Washington. More than one hundred and twenty-five participants from many sectors of public and private life saw displays representative of PRI activities over the course of the past year and participated in a workshop exploring planning techniques for anticipating the future.

Displays and first hand reports from citizens and PRI partners acquainted participants with the progress and many outcomes of recent PRI projects. This Resource Fair featured themes covering: Community Development, Leadership Training, Public Affairs, and Resource Linking.

Three concurrent Mini-Conferences dealing with "Organizational Change and Inter-Agency Cooperation" were presented. The mini-conferences featured key representatives and spokespersons from: the Public Sector, Educational System, and the Planning Environment.

An evening banquet featured Mr. Joel Barker, President of Functional Futuring and Integrative Thinking, speaking on the subject of "Planning Today for Tomorrow." Barker's banquet presentation was used as a springboard into a participants workshop which Barker facilitated. This workshop provided participants with the opportunity to develop skills for anticipating future alternatives in regard to their individual situations back home.

PRESENT STATUS: Concluded for 1979

FUTURE PLANS: The Forum is an integral part of the Partnership as well as an annual event. Plans are being made for the 1980 Forum.

STAFF INVOLVED: Gordon Morris (1979) and all other PRI Staff

OTHER INDIVIDUALS INVOLVED:

DATE: March, 1979

PROJECT: BARS (Budgeting, Accounting, and Reporting System): A Public Service Training Module--Pilot

LEAD INSTITUTION OR SUB-REGION: Washington State University

PROGRAM AREA: Materials and Educational Development

PARTNERS INVOLVED: Sub-Regional Committees, Washington State University, Washington State Auditor's Office

PRIMARY PROBLEM(S): To test possibilities for state-wide program collaboration by seeking to develop a public service response mechanism to provide information at the local level on a wide range of subjects. This pilot project explored the possibility of working with the State Auditor's Office to develop and prepare a video tape presentation dealing with BARS.

PROGRESS: Contacts were made with the State Auditor's Office in Olympia; Mr. William Lavagnino, Deputy State Auditor, came to Washington State University for the taping of a fifty minute video presentation on BARS. The taping was completed on March 27, 1979.

PRESENT STATUS: The video tape; "An Introduction to BARS: Budgeting, Accounting, and Reporting System" featuring commentary by Mr. William Lavagnino is available for presentation from any of the PRI offices. Requests for the tape have been received from across the State, and efforts are being made to provide the video tape upon request.

FUTURE PLANS: This initial tape was designed in response to a specific program request. It was developed as a pilot for purposes of testing the feasibility of the video tape program concept. As a consequence future plans involve using a similar format with other subjects as they are identified within the region.

STAFF INVOLVED: Gordon Morris

OTHER INDIVIDUALS INVOLVED: Washington State Auditor's Office
Washington State University Instructional Media Center

DATE: July, 1979

PROJECT: Regional Task Force--Railroad Abandonment

LEAD INSTITUTION OR SUB-REGION: Regional Coordinating Committee

PROGRAM AREA: Region-wide

PARTNERS INVOLVED: RCC, Sub-regional Committees

PRIMARY PROBLEM(S): To establish a task force problem solving mechanism with a focus on problems affecting the entire PRI region. This resulted from the recognized need within the Partnership to address problems confronting the entire region.

PROGRESS: The RCC approved the sponsorship of a region wide citizen-based task force to examine the social and economic impacts of railroad abandonment in north central and northeastern Washington.

PRESENT STATUS: The "core group" of citizens has been recruited. A research associate has been hired to work with the Citizen Group in assessing the social and economic impacts. Survey efforts are currently being finalized and preparations are being made to conduct an on-site appraisal of the rail lines identified for study. The project is being funded by Title V funds from the Rural Development Act of 1972.

FUTURE PLANS: The Citizen Based Task Force, working with the Research Associate and Coordinator, will engage in fact finding with reference to the lines chosen to be studied. The data generated, covering both social and economic impacts, will be used to prepare a study report featuring: community profiles, assessments, evaluations, projections, and possible means of mitigating any impacts.

STAFF INVOLVED: Gordon Morris, Coordinator; Rob McDaniel, Research Associate; Ralph Loomis, Title V Project Leader, and others.

OTHER INDIVIDUALS INVOLVED: Self selected task force participants from throughout the region. Currently this group consists of forty-four members representing a good cross-section of north central and northeastern Washington interests and occupations.

EASTERN WASHINGTON UNIVERSITY

A-73127

DATE: October, 1978

PROJECT: Ferry County Growth Management

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Project Development, Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University, Washington State University, TRICO, Eastern Wub-Region Program Associate, County Extension Agent

PRIMARY PROBLEM(S): To facilitate growth impact analysis and growth management process in county secondary to AMAX mining operation at Keller.

PROGRESS: In progress: Development of impact analysis handbook; meetings with County Commissioners, Planning Staff, Planning Commission, other local officals; PAW Short-Course; staff meetings; training sessions; consultation.

PRESENT STATUS (as of date indicated): In progress draft due in December; training in January-March; operational in Spring 1979.

FUTURE PLANS: Follow-up with Growth Management Program and training; staff development.

STAFF INVOLVED: Joe Luther, Vicki Braglio Luther, Marie Bremner, Jim Barron, Ron Faas, and Bob Howell

OTHER INDIVIDUALS INVOLVED:
Carl Putnam, Planning Director
Lyle Richardson, Planning Aide
Marie Bremner, Extension Agent
Planning Commission
County Commissioners
Phil Chamberlain, Tribal Planning Director
Abby Byrne, Eastern Washington University graduate student
Samson Fadare, Eastern Washington University research assistant
Mary Selecky, TRICO

DATE: October, 1978

PROJECT: Reardan Comprehensive Plan and Zoning Ordinance

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Eastern Washington University and Eastern Sub-Region Program Associate

PRIMARY PROBLEM(S): To provide new comprehensive plan and revised zoning ordinance.

PROGRESS: Meetings with Planning Commission; meetings with public officials; community survey; work sessions; public hearings.

PRESENT STATUS (as of date indicated): Completed Summer 1978

FUTURE PLANS: Ad hoc follow-up.

STAFF INVOLVED: Joe Luther, Fred Hurand, and Bud Langen

OTHER INDIVIDUALS INVOLVED: City Planning Commission
Building Inpsector
City Attorney
Fire Marshall
City Council
Students in Plan 320 - Community Development

DATE: October, 1978

PROJECT: Ritzville Comprehensive Plan Elements

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Eastern Washington University

PRIMARY PROBLEM(S): To update studies for comprehensive plan.

PROGRESS: Completed Spring 1978.

PRESENT STATUS (as of date indicated): Professor Hurand providing follow-up.

UPDATE: Completed (refer to case study in Appendix B).

FUTURE PLANS: Internship in Spring 1979.

STAFF INVOLVED: Professor Luther and Professor Hurand

OTHER INDIVIDUALS INVOLVED: City Planning Commission
City Attorney
Students from Plan 465 - Land Use Design

DATE: October, 1978

PROJECT: Comprehensive Plan Update for City of Newport

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Eastern Washington University, Eastern Sub-Regional Program Associate and Council, County Extension Agent

PRIMARY PROBLEM(S): To update portions of comprehensive plan.

PROGRESS: Meeting with Mayor, City Council and Planning Commission; placement of intern via Sub-Regional Council funding.

PRESENT STATUS (as of date indicated): Completed Spring 1978.

FUTURE PLANS: Follow-up by Professor Luther and Vicki Braglio Luther. Future workshops for local officials.

STAFF INVOLVED: Professor Luther, Vicki Braglio Luther, Jim Baugh-intern, and Janet Kiser

OTHER INDIVIDUALS INVOLVED: Mayor Louis Bass
City Countil
City Planning Commission
Eastern Sub-Regional Council
Paul Wilson, County Planning Director
Janet Kiser, Extension Agent

DATE: October, 1978

PROJECT: Oakesdale

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Eastern Washington University

PRIMARY PROBLEM(S): Need for housing survey.

PROGRESS: Completed

PRESENT STATUS (as of date indicated): Completed, Spring 1978

FUTURE PLANS: None

STAFF INVOLVED: Professor Luther as coordinator

OTHER INDIVIDUALS INVOLVED: Professor Hurand, Center for Urban and Regional Planning
Students in Plan 370 - Housing
Bill Wagner, Whitman County Planning Office

DATE: October, 1978

PROJECT: Colville Confederated Tribes

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Project Development; Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University, Eastern Sub-Region Program Associate

PRIMARY PROBLEM(S): To provide assistance and training to Tribal Planning Department.

PROGRESS: In progress. Meetings with staff; provision of materials; provision of research; training for staff.

PRESENT STATUS (as of date indicated): In progress - slowly.

FUTURE PLANS: Continue as needed.

STAFF INVOLVED: Luther, Kelley, Braglio-Luther

OTHER INDIVIDUALS INVOLVED: Butch Stanger, Tribal Planning Department
Phil Chamberlain, Tribal Planning Department
Frank Andrews, Tribal Planning Department
Gary George, Tribal Planning Department
Mike Jordan, Tribal Planning Department
Students in Planning and Social Work Classes
Dale Stradling, Geography Department
Frank Nicol, Environmental Studies

DATE: October, 1978

PROJECT: Grant-Lincoln-Adams County Council of Governments Growth Impact Study

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Eastern Washington University, Washington State University, Cooperative Extension, Sub-Region Program Associates

PRIMARY PROBLEM(S): To assist with impact assessment secondary to WWP plant at Creston and AMAX mine at Keller and Second Bacon Siphon.

PROGRESS: Meetings with COG and County planning staffs; field surveys.

PRESENT STATUS (as of date indicated): In progress; COG grant approved.

FUTURE PLANS: Consultation, assistance and materials as requested.

STAFF INVOLVED: Luther, Hurand, Kelley, Braglio-Luther, Pace, Samek, and Bartrum

OTHER INDIVIDUALS INVOLVED: Al deLaubenfels, COG Planning Director
Terry Goodman, Lincoln County Planning Director
Phil Chamberlain, Colville Tribal Planning Director
Carl Putman, Ferry County Planning Director
WWP officials
AMAX officials

DATE: October, 1978

PROJECT: Nespelem Community Development

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Eastern Washington University

PRIMARY PROBLEM(S): To assist in community development organization and process.

PROGRESS: Community meeting in Spring 1978.

PRESENT STATUS (as of date indicated): Community working with Tribal planners.

FUTURE PLANS: Assistance and materials as needed.

STAFF INVOLVED: Joe Luther

OTHER INDIVIDUALS INVOLVED: Butch Stanger, Colville Tribal Planning Department
Frank Andrews, Colville Tribal Planning Department
Ted Shoulberg, Colville Tribal Planning Department

DATE: October, 1978

PROJECT: Agricultural Preservation Project

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Interorganizational Coordination

PARTNERS INVOLVED: Washington State University, Eastern Washington University, Cooperative Extension, etc.

PRIMARY PROBLEM(S): Serve on Technical Advisory Committee for HEW funded study of Agricultural Land Preservation.

PROGRESS: Review of materials; meetings with staff and committee.

PRESENT STATUS (as of date indicated): In progress.

FUTURE PLANS: Provision of consultation as needed.

STAFF INVOLVED: Joe Luther

OTHER INDIVIDUALS INVOLVED: Fritz Steiner, Washington State University, Program Director
Bill Wagner, Whitman County Planning Director
Jack Kartez, Planning Staff
County Commissioners

DATE: October, 1978

PROJECT: Public Service Coordination

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Eastern Washington University

PRIMARY PROBLEM(S): To facilitate provision of public services by Eastern Washin-ton University via reorganization of service programs.

PROGRESS: Eastern Washington University/PRI staff participated in reorganization studies and policy development.

PRESENT STATUS (as of date indicated): School of Public Affairs operational in Fall 1978.

FUTURE PLANS: Continue coordination efforts across campus.

STAFF INVOLVED: Luther, Goetter, Hernandez, and Hoekendorf

OTHER INDIVIDUALS INVOLVED: Dean Hoekendorf
Dean Zimmerman
President Frederickson
Bud Kass
Faculty involved

DATE: May, 1979

PROJECT: Cooperative Graduate Planning Program

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University, Washington State University

PROGRAM AREA: Interorganization and Organizational Development; Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University and Washington State University

PRIMARY PROBLEM(S): To develop and operate a Cooperative Graduate Planning Program for small rural communities and regions.

PROGRESS: Approved by Council on Post-Secondary Education in Summer 1978; now operational at Eastern Washington University and Washington State University. Approximately 40 graduate students and 30 faculty involved.

PRESENT STATUS (as of date indicated): Operational

FUTURE PLANS: Cooperative projects and course offerings are under development. Faculty exchanges are programmed.

STAFF INVOLVED: Luther, Hurand, Lassey

OTHER INDIVIDUALS INVOLVED: President Frederickson, Eastern Washington University
Provost Sherman, Eastern Washington University
Vice-Provost Thompson, Eastern Washington University
Dean Hoekendorf, Eastern Washington University
Dean Zimmerman, Eastern Washington University
President Terrell, Washington State University
Dean Nyman, Washington State University
Bill Chance, CPE
Neil Uhlman, CPE
H. H. Cheng, Washington State University
Fritz Steiner, Washington State University
Assorted faculty at Eastern Washington University and Washington State University

DATE: October, 1978

PROJECT: Advanced Community Development Course

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Materials and Education Development

PARTNERS INVOLVED: Eastern Washington University, Washington State University, Cooperative Extension, and Sub-Region Program Associate

PRIMARY PROBLEM(S): To develop graduate level community development course for planners and public administrators.

PROGRESS: Staff meetings in Summer 1978; offered Fall 1978.

PRESENT STATUS (as of date indicated): Now being taught.

FUTURE PLANS: Evaluate, revise, regularly schedule; provide as part of Public Administration option in Community Development and in support of Graduate Planning Program.

STAFF INVOLVED: Luther, Braglio-Luther, Pace, Goetter, Hernandez

OTHER INDIVIDUALS INVOLVED: None

DATE: October, 1978

PROJECT: Short-Course on Growth Management

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University

PRIMARY PROBLEM(S): To develop and offer short course.

PROGRESS: Taught in Summer, 1978 - regular offering in Winter Quarter.

PRESENT STATUS (as of date indicated): Completed.

FUTURE PLANS: Revise for field application.

STAFF INVOLVED: Joe Luther

OTHER INDIVIDUALS INVOLVED: None

DATE: October, 1978

PROJECT: Slide/Sound "Learning Packages"

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University, Eastern Sub-Region Program Associate

PRIMARY PROBLEM(S): To develop a series of sound/slide presentations, based on cultural regions, to facilitate awareness of growth problems and alternative management strategies.

PROGRESS: Photography in Summer of 1977 and 1978.

PRESENT STATUS (as of date indicated): Photography completed in Fall 1978.

FUTURE PLANS: Develop narratives; package; field test and distribute.

STAFF INVOLVED: Luther, Hurand, Braglio-Luther

OTHER INDIVIDUALS INVOLVED: Mark Swanson, PRI intern

DATE: October, 1978

PROJECT: Rural Human Services System Research

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University

PRIMARY PROBLEM(S): To develop awareness of commonly experienced personal problems and social issues generally unrecognized by rural communities and to develop plans for service systems.

PROGRESS: In progress; Rural Human Services Bibliography published; research and teaching in progress.

PRESENT STATUS (as of date indicated): Operational

FUTURE PLANS: Continue

STAFF INVOLVED: Santos Hernandez

OTHER INDIVIDUALS INVOLVED: Lynne Morris, School of Social Work
Pat War, Student

DATE: October, 1978

PROJECT: PRI Library Collection

LEAD INSTITUTION OR SUB-REGION: Eastern Washington University

PROGRAM AREA: Materials and Educational Development

PARTNERS INVOLVED: Eastern Washington University

PRIMARY PROBLEM(S): To establish a technical library collection for PRI-related books, periodicals, and media materials.

PROGRESS: Acquisition since 1977. Approimxately 230 volumes, 10 periodicals, and 1 film on hand.

PRESENT STATUS (as of date indicated): Operational

FUTURE PLANS: To develop and publish clearinghouse bibliographies and list of materials available.

STAFF INVOLVED: Luther, Goetter, and Hernandez

OTHER INDIVIDUALS INVOLVED: None

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

DATE: December, 1977 - April, 1978

PROJECT: Small Group Facilitation Training

LEAD INSTITUTION OR SUB-REGION: Northwest Regional Educational Laboratory

PROGRAM AREA: Interorganizational and Organizational Development, Small Group Facilitation Training

PARTNERS INVOLVED: Central Subregion

PROGRESS: Staff members from institutions and agencies represented by the Partners were invited to attend four meetings to determine their problems and needs as they worked with small groups. A series of four workshops were conducted to which 33 people enrolled. These information/awareness sessions presented strategies, techniques and experiences in small group facilitation.

PRESENT STATUS (as of date indicated): Completed training. A publication was produced containing workshop designs and materials used.

FUTURE PLANS: Possibilities for leading to similar training efforts in additional areas such as inter-group development.

STAFF INVOLVED: Central Subregional staff and NWREL facilitator/consultant

OTHER INDIVIDUALS INVOLVED: Central Subregional Partners
local area consultants

DATE: April - October, 1978

PROJECT: Wenatchee Valley College Long Range Planning Project

LEAD INSTITUTION OR SUB-REGION: Northwest Regional Educational Laboratory

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: PRI Consultant from LAB

PROGRESS: PRI was requested to assist in designing a long range planning effort to include community leaders, staff and students (funded: Title III, HEAD). Consultant worked with administrative team at WVC, developed 3 day workshop, trained small group facilitators and resource people, facilitated workshop and debreifed results with administrative staff. A kellogg funded proposal grew out of the workshop.

PRESENT STATUS (as of date indicated): Long range recommendations are being studied and implemented by WVC staff and board as rapidly as possible. A widely representative planning group is intact to monitor prgress and make needed adjustments.

FUTURE PLANS: PRI consultation continuing as needed. Outside evaluator assisting Project (Picton). Feedback to workshop participants at least annually. Staff development being planned.

STAFF INVOLVED: PRI Consultant in workshop, PRI Subregion Associate in Kellogg Grant Development

DATE: June, 1976 - December, 1978

PROJECT: Outside facilitation and "training" in small group dynamics

LEAD INSTITUTION OR SUB-REGION: Northwest Regional Educational Laboratory

PROGRAM AREA: All PRI Activities

PARTNERS INVOLVED: All partners

PROGRESS: NWREL consultant organized activities and modeled behaviors that strengthened small/large group achievement. The concept of Initiate, Support and Withdraw was used with these groups which aided them in becoming independent of the NWREL consultant. Most PRI meetings now are marked by reorganized by using "good meeting procedures." It was a low-key, informal "training" strategy that was quite successful with: PRI staff meetings, RCC meetings, Forums, Planning conferences, Subregional groups, and any other PRI group activity.

PRESENT STATUS (as of date indicated): NWREL Consultative help is in either the Support or Withdrawal state since many practices have been regularly incorporated into PRI routines.

FUTURE PLANS: Several refinements of small group facilitation are still needed.

STAFF INVOLVED: NWREL staff took leadership responsibility for this process and tried to involve all PRI participants in it.

OTHER INDIVIDUALS INVOLVED: Central Subregion Partners extended the opportunity to learn these skills to staff members from the staff of member agencies or groups.

DATE: July, 1977 - July, 1978

PROJECT: The Field Program Associate in the Partnership for Rural Improvement

LEAD INSTITUTION OR SUB-REGION: Northwest Regional Educational Laboratory

PROGRAM AREA: Materials Preparation and Adaptation

PARTNERS INVOLVED: All Subregional Program Associates and Assistants

PROGRESS: Completed publication in a loose leaf notebook containing: What is PRI?, Documentation of PA roles, Comparison of PA roles with Change Agent Literature, Bibliography and CD Materials, Resources for PA.

PRESENT STATUS (as of date indicated): Distributed to staff for evaluation, reaction, and use.

FUTURE PLANS: Responding to staff evaluations and reactions. Use PA role documentation at mid-point in Project to compare with ending of Project roles of PA.

STAFF INVOLVED: NWREL Consultant, Associate and field staff

DATE: May - June, 1976

PROJECT: Camp Field Planning Conference

LEAD INSTITUTION OR SUB-REGION: Northwest Regional Educational Laboratory

PROGRAM AREA: Institutional and Organizational Development

PARTNERS INVOLVED: All people who were initially contacted and responded to becoming a part of PRI.

PROGRESS: This was the offical kick off for PRI. It was a Project design conference in which processes were deliberately planned to enable people to collaborate. Its obvious success helped PRI create a collegial feeling among participants and motivated them to participate enthusiastically right from the start.

PRESENT STATUS (as of date indicated): It continues to be cited as a land mark activity of PRI.

FUTURE PLANS: Camp Field set and pace for joint planning efforts by representatives of all participating agencies.

STAFF INVOLVED: NWREL Consultant, Ed Moe and administrative leaders of PRI (committee).

DATE: September - October, 1977

PROJECT: Sun Mountain Planning Conference, Winthrop, Washington

LEAD INSTITUTION OR SUB-REGION: Northwest Regional Educational Laboratory

PROGRAM AREA: Institutional Development and Training

PARTNERS INVOLVED: PRI Administrative staff and NWREL Consultant

PROGRESS: The RCC and staff particpated in a two day Planning Retreat, setting goals for PRI, examining barriers and proposing procedures for action. Renewal of the PRI mission was accomplished and staff became more motivated to accomplish PRI objectives.

PRESENT STATUS (as of date indicated): The Sun Mountain Conference is often referred to as a significant action in the life and woes of PRI. It seemed to represent a point of agreement and collaboration to which members continue to aspire.

FUTURE PLANS: The value of these conferences have been realized and will likely result in another one.

STAFF INVOLVED: NWREL Consultant, RCC Chairman and PRI Administrative Staff

OTHER INDIVIDUALS INVOLVED: Western Subregion Staff in Planning

WASHINGTON STATE UNIVERSITY

DATE: June, 1978

PROJECT: Establishment of a Training Program and Center for Community Education at Washington State University

LEAD INSTITUTION OR SUB-REGION: Washington State University

PROGRAM AREA: Organizational Development

PARTNERS INVOLVED: Washington State University

PRIMARY PROBLEM(S): Is a program in community education desirable and feasible for WSU?

PROGRESS: Information from the Superintendent of Public Instruction and the Northwest Center for Community Education seem to establish a need for both certificated and non-certificated persons with special training in community education. A proposal to WSU departments and colleges was developed, three courses were proposed, two of those have been approved. Temporary staffing for teaching courses has been identified and one course successfully completed.

PRESENT STATUS (as of date indicated): Funding to assist with the planning and establishment of the program is being sought. WSU representatives have visited Mott Foundation headquarters.

FUTURE PLANS: The two course sequence will be taught 1979-1980. The possibility of defining a program leading to Washington certification of administrators of community education is being explored.

STAFF INVOLVED: Bob Grunewald and Rich Hagood (others to be involved in field service).

OTHER INDIVIDUALS INVOLVED: Jerry Thornton, SPI Supervisor of Community Schools
Dale Andersen, Chairperson, Department of Education
George Brain, Dean, College of Education, WSU
Larry Horyna, Northwest Community Education Development Center
Doug Kinsey, University Development

DATE: June, 1979

PROJECT: Community Education as a Mechanism for Promoting Civic Competence

LEAD INSTITUTION OR SUB-REGION: Washington State Univeristy, Central Sub-Region

PROGRAM AREA: Inter-organization Coordination Training

PARTNERS INVOLVED: Washington State University, Big Bend Community College

PRIMARY PROBLEM(S): Can a site demonstrating cooperation between community colleges and local school systems be established in the PRI region as an aid to fulfilling the mandate of the Washington legislature?

Can a regional center for the advancement of rural community education be established to serve Eastern/Central Washington?

PROGRESS: At the invitation of PRI, Associate Director E. Frank Price of the State Board for Community College Education and Supervisor of Community Schools Jerry Thornton met with Rich Hagood and Bob Grunewald of PRI to discuss possibilities for a demonstration site in the PRI region and possible establishment of an area community education service and a cetner focusing on rural community education. A meeting of representatives of jurisdictions, agencies and organizations in the Moses Lake region has been called for July to consider a proposal for a coordinated community education program.

PRESENT STATUS (as of date indicated): Conversations between principal parties are continuing. The PRI Regional Coordinating Committee has approved the continuation of planning. Sources of support are being sought.

FUTURE PLANS: After the July meeting in Moses Lake the other PRI regions may wish to hold similar meetings. Determination will be made of the desirability and feasibility of establishing these elements of a coordinated community education program.

OTHER INDIVIDUALS INVOLVED: Approximately 20 persons including representatives of Spokane Community College, Big Bend Community College, Wenatchee Valley Community College, Moses Lake School District and community, the Cooperative Extension Service, the Council of Governments, and the PRI Central Sub-Region staff.

DATE: June, 1979

PROJECT: Inquiry into Recognition of Faculty for Performance of Community Service

LEAD INSTITUTION OR SUB-REGION: Washington State University

PROGRAM AREA: Inter-Organizational Coordination

PARTNERS INVOLVED: Washington State University, Eastern Washington University, Spokane Community College, Big Bend Community College, Wenatchee Valley College

PRIMARY PROBLEM(S): What is the best way of recognizing/rewarding faculty for performance of community service? Is a "community service unit" feasible for measuring faculty load and funding for legislative.

PROGRESS: An ERIC search of experience on the topic was conducted. Contacts have been made with significant officials at WSU, EWU, and the University of Washington. A survey of services available at EWU was completed.

PRESENT STATUS (as of date indicated): Process of gathering information on definitions and plans for recognizing community service continues. Officials at community college level still need to be contacted. A survey of services available at WSU is being conducted.

FUTURE PLANS: An "inquiry group" representing the institutions of higher education and other agencies will be constituted.

STAFF INVOLVED: Bob Grunewald, Rich Hagood, Gordon Morris, Joe Luther, Nancy Lundsgaard

OTHER INDIVIDUALS INVOLVED: Ross Armstrong, Director, Institutional Studies, Washington State University
Others to be determined

DATE: November, 1978

PROJECT: State Rural Development Committee

LEAD INSTITUTION OR SUB-REGION: Washington State University

PROGRAM AREA: Interorganizational Coordination, Organization Development

PARTNERS INVOLVED: Washington State University, Cooperative Extension Service, RCC, SRDC

PRIMARY PROBLEM(S): In spite of similar program interests, PRI and the SRDC had never collaborated officially in any capacity. It was determined that certain skills which PRI staff possessed would help to further the attainment of goals of the SRDC while also serving the Partnership's interest.

PROGRESS: PRI staff offered to conduct a workshop on the subject of inter-organizational coordination, and the SRDC accepted the offer. The meeting was held in early December 1978, in Spokane. It was not an overwhelming success due to poor attendance as a result of inclement weather.

PRESENT STATUS (as of date indicated): PRI has been invited by leaders of the SRDC to help them work with some aspects of program planning.

FUTURE PLANS: Direction of future workshops and meetings are being planned with the ultimate intent of improving coordination between the various agencies on the SRDC, and between PRI and SRDC to improve rural development efforts.

STAFF INVOLVED: Ralph Loomis and Dwight Pace

OTHER INDIVIDUALS INVOLVED: Galen Bridge, SCS

DATE: December, 1978

PROJECT: Rural Leadership Workshops

LEAD INSTITUTION OR SUB-REGION: Washington State University

PROGRAM AREA: Educational and Materials Development, Interorganizational Coordination

PARTNERS INVOLVED: Washington State University, Cooperative Extension Service, Sub-Region, Title V

PRIMARY PROBLEM(S): The success of the La Grande Tri-State rural leadership conference in August 1978, pointed out the need for, and usefulness of intensive local government training programs for people already or potentially involved with PRI including local officials. The idea is to get a nucleus of people aware of each other and potential resources that they may utilize to provide a more effective leadership in rural areas.

PROGRESS: The project is in the planning stages.

PRESENT STATUS (as of date indicated): Same

FUTURE PLANS: Hopefully, increased contacts will foster more effective and intense coordination between people involved in Rural Development.

STAFF INVOLVED: Ralph Loomis and others

OTHER INDIVIDUALS INVOLVED: Many

DATE: April, 1979

PROJECT: Community Skills Workshop

LEAD INSTITUTION OR SUB-REGION: Regional

PROGRAM AREA: Project Development

PARTNERS INVOLVED: Washington State University, Eastern Washington University, and Cooperative Extension Service

PRIMARY PROBLEM(S): Widespread lack of skills and knowledge of current concepts about community development, programming, and problem solving.

PROGRESS: Three day workshop conducted for 67 community and agency leaders from throughout the eleven county areas on April 9-12, 1979.

PRESENT STATUS (as of date indicated): Before and after evaluation indicates marked increase in understanding of program development and problem solving.

FUTURE PLANS: Based on positive receptivity and expressed needs, the Opportunity exists to conduct subregional workshops of a similar nature. There is also a request to conduct a similar workshop for the administrative personnel of one state agency and for personnel of one of the partners.

STAFF INVOLVED: Dwight Pace, Ralph Loomis, Vicki Braglio Luther, Bill Goetter, Rich Hagood, Gordon Morris, Sally Bartrum, and Jeanette Samek.

DATE: November, 1978

PROJECT: Evaluation Research

LEAD INSTITUTION OR SUB-REGION: All Collaborators

PROGRAM AREA: Overlaps in Each Program Area

PARTNERS INVOLVED: Staff, Washington State University, Partners

PRIMARY PROBLEM(S): Is the program effective in achieving its goals? What are the components of organizational structure, procedures, and projects which lead to effectiveness or ineffectiveness?

PROGRESS: Richard Fernandez began implementation of the evaluation process in the fall of 1976. A draft evaluation design was completed in the spring of 1977. Two questionnaires were developed as part of this design using the techniques prescribed in the Dillman Total Design Method. A "long form" questionnaire was sent to people closely associated with the Partnership (in March of 1978) and completed and returned by forty respondents; the results were tabulated in the late spring of 1978 and preliminary results made available in September. The second questionnaire was mailed to all recipients of the Partnership's newsletter. One hundred ninety-five completed questionnaires were returned in the summer of 1978. Computer tabulations were made available in September 1978 and preliminary results presented in October.

The evaluation process also includes preparation of project summaries for every project with which PRI has been involved; preliminary results were printed and available in January 1979. An external evaluation by three consultants was completed in February 1979.

Case studies have been undertaken on specific field projects in 1979. These studies illustrate the operation of the Partnership and will help demonstrate program effectiveness or ineffectiveness.

FUTURE PLANS: Preparations are underway for a fourth year complete program evaluation.

STAFF INVOLVED: Richard Fernandez, Bill Lassey, Dan Stark, Matt Clark, and all Program Associates and Assistants

OTHER INDIVIDUALS INVOLVED: Many related individuals, others to be selected, external evaluators

DATE: August, 1979

PROJECT: Task Force on Continuing Education

LEAD INSTITUTION: Washington State University

PROGRAM AREA: Educational Development; Institutional Development

PARTNERS INVOLVED: Several units of WSU

PRIMARY PROBLEM: Washington State University does not presently have an integrated and comprehensive outreach program. Changing public needs in Washington and the nation have prompted WSU to consider new alternatives for continuing education, extension, and university sponsored public service.

PROGRESS: WSU has considered the desirability of reorganizing outreach activities at various points in the recent past. Major studies, accompanied by recommendations for change, were completed in 1968 and 1972. More recently President Glenn Terrell convened a Task Force of some 37 individuals representing most major units of the University, in March 1978, to consider the potential uses for a Continuing Education Center. Individuals were asked to offer specific information and recommendations about uses of a Center. The information collected was then considered by a Committee of Deans appointed by Vice President Beasley. The Committee recommended that immediate action be taken to develop the outreach activity, beginning with appointment of an assistant vice president or dean to lead the activity. Vice President Beasley appointed a new Task Force on Continuing Education in April of 1979 to develop detailed alternative proposals for administrative, organizational, and facility needs. The Task Force has completed a survey of current outreach offerings at WSU (to be published) and has developed two working papers detailing major alternatives and potential outreach options. These have been presented to Provost Slaughter for preliminary consideration.

FUTURE PLANS: The task force is gathering information about programs of other universities around the nation. Preliminary proposals will be presented to the college deans in mid-September 1979, to be followed by presentations to a larger group of faculty and administrators in early October. A decision on actions to be taken to implement the recommendations is anticipated during late fall, 1979.

STAFF INVOLVED: Richard Hagood chairs the Task Force
William Lassey is a member

OTHER INDIVIDUALS INVOLVED: John Cronland, Continuing University Studies
Glenn Crosby, Physical Chemistry
Donald Pelton, Business and Economics
Orville Young, Cooperative Extension
Constance Kravas (ex officio), University Development
The President, Vice Presidents, Dean, other administrative officers, and many faculty are involved as well, all from Washington State University.

APPENDIX B

CASE STUDY REPORTS

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BRIDGEPORT COMMUNITY SCHOOLS

Introduction

The problem addressed by the project was a general lack of community cohesiveness and an apparent inability to undertake continuing development programs. This was, in part, a consequence of population mobility associated with construction and expansion of Chief Joseph Dam. Farmers, ranchers, the original dam builders, a second wave of dam construction workers, and a heterogeneous mix of other individuals have had difficulty developing a consensus about community priorities. Chief Joseph Dam construction and expansion caused large population fluctuations, alternately doubling and halving the size of the town. At present, Bridgeport is in a downswing; many construction workers, engineers and their families are leaving the area after completing expansion of the dam. The citizens of the town therefore share little common purpose or goals, making it very difficult to get community improvement projects underway.

Local people working with associates of the Partnership for Rural Improvement concluded that a community education program might provide a focus which could lead to greater cohesion in the community and subsequent success with development efforts.

Methods

The case study was conducted by thoroughly reviewing all documents and background information relevant to the Bridgeport Community Schools project. This information was substantiated and expanded upon through face-to-face and telephone interviews with participants in the project including PRI Program Associates, PRI sub-regional partners and citizens of Bridgeport. The

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Case Study Report by Matt Clark, Graduate Student, Washington State University, Pullman, 1979.

interviews were conducted to gage the degree to which perceptions of the projects goals, events, and outcomes were shared among the participants. Among other questions, respondents were asked what the project was for, why they were involved, with whom they had the most contact, what were the project's objectives, obstacles, and results, and what was the role of PRI.

HISTORY AND BACKGROUND

Project History

The Partnership became involved with the community of Bridgeport when a consultant to the city requested help for small communities impacted by Federal projects. The request was in direct response to an article describing PRI objectives in the PRI Forum newsletter. The PRI Administrator forwarded the matter to the Western Sub-Region Program Associate and to the sub-regional committee chairperson. The consultant was then invited to PRI's monthly western sub-region meetings.

The PRI Program Associate first met with the mayor of Bridgeport to discuss the community's needs in the summer of 1977. In the fall of 1977 several members of the Sub-Regional Committee from Wenatchee Valley College, Cooperative Extension, Douglas County Planning Department and PRI staff met with the consultant to discuss alternatives for alleviating the community problems; PRI then organized a meeting in Bridgeport in November, 1977 to which citizens were invited.

PRI staff and the sub-regional chairperson attended a Bridgeport City Council meeting in late 1977 to discuss specific alternative program ideas. The idea of a community school was considered to be one possible solution to the problem of community decentralization and lack of leadership skills. Two PRI partners, from the Educational Service District and Cooperative Extension, used a film to increase understanding of the community education concept. The

superintendent expressed an interest in an effort and requested that the film be shown to the school board. After seeing the film, the school board offered support for the community education approach and the use of school facilities to carry out the project. PRI sub-regional committee members helped to introduce the idea to citizens and supported appointment of a citizen's committee to study implementation.

In early 1978, partners from Cooperative Extension conducted a community survey to determine who was influential in the community. This survey identified people who could contribute to the success of the project.

A committee, consisting in part of individuals identified in the survey, was formed in April, 1978. The community education concept was further publicized throughout the community and served to prepare the way for a survey to gauge community interest in the concept. A sub-committee of PRI partners was formed to lend support to the project through provision of materials and technical assistance for the community interest survey. The community-wide survey asked Bridgeport citizens if they approved of the community education idea, what courses would interest them and what would prevent them from participating.

Based on a favorable survey response, the Bridgeport school board accepted recommendations of the Community School Committee to offer a community education program at minimal cost. Community members were invited to serve on a Community School Council to establish guidelines and curriculum for the program to be in operation in Fall, 1978. In August and September, 1978, the Community School Committee worked with PRI partners and the school board to set the direction of the program.

The Community Schools Council (CSC) was formed in September, 1978, made up largely of Community School Committee members. Goals and objectives were established. In October and November, the council further refined their goals

and objectives and worked on a proposal to present to the School Board for formal acceptance. PRI partners acted as resource people and tried to help facilitate the process. Formal objectives defined by the council were: (1) To serve as a clearing house for community school activities, provide communication linkages among community groups, and respond to requests for new activities; (2) Continue to assess the educational needs of Bridgeport and identify courses that would meet those needs; and (3) Establish a curriculum for all age groups, but especially for the aged.

In November, 1978, a possible curriculum and methods for securing instructors were discussed. Other parameters within which the Council had to work were established, including budgets and fees. In December, several courses and class times were recommended.

Classes began in January, 1979. The first classes included a process facilitation course, taught by PRI associates, an exercise class, a basic auto maintenance class, and a deeds and wills class.

While the community school's official objectives were to improve educational opportunities, the less official goals were, perhaps, of equal importance: (1) to improve or establish cohesiveness in the community, (2) to build leadership skills in a community which was losing many of its leaders through out-migration, following the termination of a federal project, and (3) to improve community relations on a personal level.

Important Events

A number of "critical" events occured which supported the community education effort. The first stimulus was the realization that Bridgeport was disorganized and fragmented. A second major event was acceptance of the project community schools idea by the Superintendent of Schools and the Bridgeport School Board. Thirdly, the community interest survey clearly demonstrated that the idea was welcome by the people it was supposed to serve. Formation of the Community

School Council to work out all the necessary arrangements was also considered a key event by project participants. Finally, the beginning of the first classes, a tangible result of the project, was important because it demonstrated something could be accomplished by working together.

OUTCOMES

The major outcome of the project, in the view of the participants, was that classes were given. Perceptions of other outcomes differed considerably. Several participants in the project believed that better communication within the community as well as increased community interest were important outcomes. Others maintained that success was less evident than they had anticipated. The leadership training classes (Process Facilitation) were considered by several participants as beneficial outcomes. One individual interviewed thought there had been no useful outcomes.

PRESENT STATUS

The project's objectives have become operational. However, some of the participants feel the project is struggling and will have trouble when PRI is no longer involved. Some of the key participants in the project are scheduled to leave the area soon. Nonetheless, classes are being scheduled on a continuing basis and teachers are being sought.

OBSTACLES

A variety of obstacles to the achievement of the project's stated and implied objectives were evident. Foremost among these were ineffective leadership and lack of funds. Lack of organization or direction in the Community School Committee and Council and lack of widespread interest in the project made development of the project difficult. The extreme population changes, which underlie most of the community problems, also served to inhibit effectiveness

of the effort. Information gaps and communication disarray further confounded the efforts of project participants.

THE ROLE OF PRI

The Partnership for Rural Improvement had several roles in the Bridgeport Community Education project. The sub-regional partners succeeded in working together to help organize the project and provide the impetus needed to initiate activities. Representatives from the Educational Service District, Wenatchee Valley College, the Cooperative Extension Service, the Community Action Council, North Central Regional Library, and Eastern Washington University performed various roles which contributed to the effort. PRI staff from both the Western and Eastern Sub-regions provided resource linkages, materials, and training to local citizens. This exchange of staff between sub-regions established a helpful precedent.

Participants observations of PRI were generally favorable, although there was some concern that PRI had done so much to provide support that the project might collapse upon PRI withdrawal.

CONCLUSIONS

The community education project can be termed a successful demonstration of the PRI model of interorganizational cooperation. A variety of partners performed roles instrumental to the progress of the project and staff provided necessary linkages and resources--particularly in leadership training. Whether or not the Partnership's involvement contributes to solving the community's major problems remains to be seen.

THE CHANGING NEEDS OF RURAL WOMEN: A PUBLIC FORUM IN LINCOLN COUNTY, WASHINGTON

Introduction

This case study documents a project of the Partnership for Rural Improvement which represents one thrust of the collaborative model. The study reports on, and examines, developments during the planning, implementation, and follow-up of the Lincoln County Rural Women's Forum, held on September 28, 1978 in Almira, Washington, and again on September 29, 1978, in Davenport, Washington.

Problem

In 1977 a staff member of the Lincoln County Department of Social and Health Services (DSHS), Susan Russell, conducted a needs assessment survey of rural women as part of a DSHS grant. The survey indicated that rural women often lack a sense of identity and support when placed outside the context of their traditional role in the agricultural community. The study further indicated that women have contributed in many ways to the history and development of rural areas, but their contribution often goes unrecognized. Women are a resource often forgotten or overlooked in rural communities. In general, they hold fewer positions of authority and are typically not encouraged to develop their potential for leadership and influence. They are often overlooked when issues of public policy are determined.

Lincoln County has been significantly impacted by a recent influx of younger women representing lifestyles divergent from those traditionally represented, thus bringing to the fore issues relating to the place of women within the community.

Case Study Report by Gregory P. Spencer, PRI Program Assistant, Eastern Sub-Region, Spokane, July, 1979.

HISTORY AND BACKGROUND

Organizational Development

Antecedents for this project can be traced to August 1977, when a Community Development (CD) Specialist with Cooperative Extension Service, a Program Associate with the Partnership for Rural Improvement and a Caseworker with the Department of Social and Health Services attended a workshop in Lincoln County on "Substance Abuse among Rural Women." The acquaintance was renewed in April of 1978 when the DSHS caseworker contacted the community development specialist with the idea of sponsoring a workshop or forum in Lincoln County focusing on the needs of rural women. The caseworker was interested in implementing information she had gathered from a DSHS survey of women in Lincoln County as well as further increasing her data base through discussion with rural women. The community development specialist suggested they also approach the PRI Program Associate with the idea, and the three thus became the primary individuals involved in the development of the forum. The caseworker served as Project Director for preparation of the grant proposal, planning and coordination of the event, preparation of the evaluation and reports. The Program Associate provided technical assistance with writing the proposal, preparation and planning, resource access and evaluation. The community development specialist assisted in grant writing and planning of the event, preparing commentary for the program and evaluating the program from a humanities perspective.

Through the Program Associate's acquaintance with the representative of The Washington Commission for the Humanities (WCH), a decision was made to write a WCH grant proposal to fund the forum. In accordance with WCH guidelines, a steering committee was formed to write the proposal and oversee the project. Other individuals were invited to serve on the steering

committee, based on their expertise in specific areas:

The Director of the Women's Center, Eastern Washington University, who played the role of humanities scholar in the forum, suggested a time and place for the forum and helped revise the grant proposal;

A Community Consultant with Cooperative Extension Service, who acted as a small group facilitator during the forum and helped with the design of the forum;

An area Extension Agent with Cooperative Extension Service in Lincoln and Adams Counties working with the Family Living Program, who helped advertise the forum by getting the word to the homemaker network and coordination of local arrangements.

The President of the Lincoln County Chapter of the American Association of University Women (AAUW), who along with PRI, co-sponsored the event. She also took responsiblity for arranging for a meeting place, providing refreshments, publicity, accommodations and communication within AAUW.

The Director of the Human Service Training Institute, in Spokane, served a planning and grant-writing function.

The Administrator of DSHS for Pend Oreille County, helped in planning, grant-writing and wrote a letter of support accompanying the grant proposal.

The Director of Women's Programs for Washington State Community College District #17, served primarily as a resource in publicizing the event.

The Assistant Dean of Students at the University of Idaho, an American Studies Scholar, served in preparing a mini-drama for presentation at the forum.

A Professor of Education, Eastern Washington University, who was responsible for taping and filming the forum and subsequently producing a 28-minute color videotape of the forum. He also served as one of the small group facilitators during the forum.

The steering committee held its first meeting on May 14, 1978, at the PRI office in Spokane. Among the decisions made at the meeting were:

The Lincoln County Chapter of the AAUW and PRI would co-sponsor the forum

Two identical forums, one in Davenport, the other in Almira, would be held sometime in the Fall of 1978

Input from humanities scholars would be made by:

-The Assistant Dean, University of Idaho, who would introduce and present a series of "mini-dramas" celebrating women's roles in rural life as a basis for program discussion.

-An English literature scholar at Eastern Washington University, who would respond to the dramas, relating to the images and roles of rural women in Eastern Washington.

-The community development specialist with Cooperative Extension Service, who would respond to the dramas from a cultural anthropology perspective, noting impacts of growth and styles of life and potential conflicts of 'values'.

Issues raised by the humanists would be responded to by county officials and representatives of the social services, churches and County Extension Service, who would be resource people for further discussion in small groups.

Two primary objectives for the forum were developed:

(1) To provide an opportunity for humanities scholars to interact with rural citizens in order to discuss and interpret the impacts of growth on the rural community, and the current situation of the female citizen in particular. Scholars were to offer insights from literary, historical and cultural anthropology perspectives and discuss possible social alternatives.

(2) To create an environment in which community members can feel free to express feeling and concerns related to service needs. Small group discussions were to be structured such that any data collected could be used in follow-up activities.

CASE STUDY DOCUMENTATION

Participants

In developing this case study, interviews were conducted with eleven individuals involved in the planning, preparation and implementation of the Lincoln County Rural Women's Forum. The interviewees identified a total of seventeen people involved with the project. Every member of the steering committee named the other members of that committee as significant participants. Persons outside the steering committee were identified because of their involvement in making arrangements and coordinating various functions. No one individual, with the exception of the steering committee, was named by all the interviewees.

When asked to cite the projects' offical goals, all were able to identify, at least to some degree, the goals as stated in the projects' WCH

grant proposal, indicating a high degree of shared information and common purpose. However, when asked about their personal goals, fifteen different goals were shared:

(1) Collect additional information about community needs
(2) Collect information about the needs of women
(3) Get women interested in community projects
(4) Provide information so citizens will know whem to contact
(5) Use data gathered to plan future workshops
(6) Provide more data base
(7) Help local government become more aware of the changing needs of rural women
(8) Help rural women look at their own resources
(9) Help rural women look at their support needs
(10) Search for means of meeting the needs of rural women
(11) Discuss strategies for helping rural women make entry into various agencies
(12) Serve as a follow-up to the Project Director's survey as to what the needs are
(13) Celebrate the contribution made by women
(14) Create an awareness among rural women that change is occuring and how to deal with it

Key Events

In the weeks following the steering committee meeting, the PRI Program Associate and the Project Director did most of the work of writing the grant proposal.

On June 20, at the PRI Subregional Committee meeting, the Project Director made a request for a $500 cash grant and clerical support services to match the WCH grant. The committee recommended that the cash gift be awarded contingent upon the funding of the grant.

On June 25, the steering committee met a second time to edit the grant proposal and get it in final form for submission to WCH. The steering committee settled on final date and places: September 28, 7:30 - 10:00 p.m. at the Almira Legion Hall and September 29, 1:30 - 4:00 p.m. at the Davenport Memorial Hall. The proposal was submitted on July 19, and was accepted on August 2 for funding through November 30, 1978.

Once the grant proposal was accepted, the steering committee began dividing up tasks necessary in preparation for the actual event:

The dramatists, scholars and steering committee members were notified by the Project Director of the grants' acceptance and signed contracts to provide their respective services

At the AAUW regional convention in Spokane, July 28-30, 1978, state officers were advised about the program. A meeting was also held at that time with a representative of the State Division to determine in what way AAUW resources could best be utilized

A meeting was called by the Project Director with the AAUW executive council on August 10, which provided a basis for organizational support in the form of publicity, including a booth at the Lincoln County Fair (held September 7-9, 1978), refreshments, room and board

A meeting with the Lincoln-Adams County Extesnion Agent on August 23 resulted in further planning the role of Cooperative Extension in the promotion of the program. Posters and news releases were designed and written at that time

On September 1, the Project Director, addressed the Lincoln County Homemaker's Association about the program

Letters of invitation, followed by phone calls, were sent to county commissioners, state representatives and the area's State Senator

PRI sent news releases to all area newspapers on September 15. Newsletters of Cooperative Extension, Community Services, PRI and church bulletins, also ran releases

PRI began, at this time, working on preparation for filming and taping to be put together in videotape form

A third planning meeting of the steering committee was scheduled, and subsequently canceled for September 12 because of anticipated low attendence. Members were contacted individually. A planning meeting was held the afternoon of September 28 to iron out last minute details.

The Program

The program was offered once in Almira and once in Davenport, primarily to an audience of Lincoln County residents. The evening in Almira (population 240) began at 7:30 p.m. on September 28 in the Legion Hall with fourty-five persons in the audience. The afternoon in Davenport (population 1500) began

at 1:30 p.m. on September 29, at Memorial Hall with 34 in attendance.

The program began with an Eastern Washington University professor of English, who presented an historical-literary perspective of rural women's place in their culture. Tracing the role of women from the Old Testament through the Middle Ages and Renaissance to early 20th Century America, she suggested that the way women were described in the literature was dependent upon their importance to the economic system of their times. The speaker indicated that the majority of references to women in the Old Testament were positive since their positions as workers and producers of children were crucial to the agricultural economic system. By the 1800's, with the industrial Revolution, women's role began to change. Men left family industries and went "out" to work. Language began to identify the home as "women's sphere" and in 1825 the word housekeeper became generic specific. Literature in the nineteenth century included a majority of descriptions of women as fragile creatures, unable to work or make decisions. With the accumulation of capital, men found status in supporting wives who did not "work" but who could be beautiful to look at and cater to the needs of their men. In rural areas, however, women were still expected to work very hard, often literally to death, and yet also to be ladies who were fragile and unable to care for themselves. Rural women were caught in a cultural bind, i.e., essential to their agricultural economy, yet unaccepted by the larger society in which women were expected to be lovely, non-producers in the economic system.

Contemporary rural women's situations were presented by the Idaho Rural Women's History Project's mini-dramas, funded in 1977 by the Association for the Humanities in Idaho. Reactions to the dramas formed the basis for initiating discussions in small groups after the performances. Participating scholars, resoruce people, residents, and a trained facilitator made up each group. Although the discussion centered on service availability

and need, one group refused to accept the topic as presented. They felt that stereotyping of rural people was one of the central issues and that rural women had the same problems as urban women. It was their belief that city people should realize that just because individuals chose to live in the country does not mean that they are uneducated, uncultured or untraveled.

One advantage of living in a rural area includes the willingness to care for one another, to become involved with the community. Several younger women in the group, however, challenged this assumption since they had experienced discrimination during the several years they had lived in the area. One spoke of psychological isolation and another of legal discrimination.

When the small groups reported to the larger group, specific mention of battered women, child abuse, divorce, unemployment and lack of adequate facilities for the elderly caused members of the above small group to react with some amazement. Some began to realize that there were concerns within their communities that they know nothing about. In spite of some differences of opinion, the majority of individuals, mostly women, indicated that they wished to meet again and continue the discussion.

In his report to the larger group, the administrator for DSHS in Pend Oreille County suggested that increased governmental services to alleviate problems was not the only answer. Instead of expecting more than local, county, and state agencies might be able to deliver, he indicated that a better usage of community "experts through experience" could meet some needs. For example, the woman who successfully coped with problems concerning her farm business, after the death of a husband, could teach a class, in which she would share her knowledge with other women.

The Washington State University Cooperative Extension consultant and anthropologist, concluded with some challenges to county residents as they face the future. Noting that no one mentioned the proposed Washington Water

Power coal-fired plant in Lincoln County, she asked about changes to rural women and men that would come with such economic development. Suggesting that clashes of values would be an expected outcome, she asked if local groups had considered the effect on their quiet, rural setting. Increased traffic and population could cause additonal stress, changes in local leadership and conflict. Unless the people within the county plan for the changes soon, there could be social disruption which could offset the benefits of this economic revitalization.

OBSTACLES

A number of obstacles and barriers were identified by those interviewed:

The geographical distance between steering committee members made getting together for meetings difficult

The project director lived in Davenport and had no telephone, which made communication between her and other participants extremely difficult

The project director's bias regarding the needs of rural women, i.e., the director felt their needs and problems were different than those of other women's needs in terms of childcare, healthcare and isolation. Rural women interviewed felt the project director's assessment was not representative of them

Insufficient funding

Elected and appointed officials were unclear as to why they were invited and what their roles should be

To some in the rural communities, the event appeared "radical"

People were "too busy" to do much work, along with a perceived reluctance in the communities to undertake this type of project

OUTCOMES AND PRESENT STATUS

Both forums were videotaped by the Partnership for Rural Improvement. PRI has numerous requests from other communities and groups to show the videotape, which has been helpful and instructive in generating new perspectives and ideas among such groups.

As a result of this program, four community groups within Lincoln County are actively working to develop programs initiated by this WCH program: A community project for Almira, whose residents are coping with impacts of growth; a possible outreach program from the Women's Center at Eastern Washington University involving university courses; and two training events for community leaders.

The Lincoln County AAUW is providing monthly follow-up sessions as a result of the forum. In February, 1978, the Director of the Center for Urban and Regional Planning at Eastern Washington University, spoke on "Helping Your Community Cope with Change." In March, the Associate for Planning for Grant, Lincoln, Adams County, Conference of Governments and a Cooperative Extension county agent in Ritzville, discussed the Lincoln County Impact Study, and showed a slide presentation put together by a North Dakota group where a steam plant was built.

In addition to such programs, a grant has been funded by the state AAUW chapter for a series of workshops on leadership and change to be co-conducted with PRI resource staff and AAUW trainers.

ANALYSIS AND CONCLUSION

The Lincoln County Rural Women's Forum was successful in meeting the objectives set out by the project's steering committee. Rural women had the opportunity to examine themselves and their respective roles in their communities. Community leaders and humanists also developed more of an understanding of the strengths as well as the needs of rural women. The forum stimulated such dialogue, which is continuing, subsequent to the event.

The planning and implementation of the forum represents the PRI concept very well. First of all, the mix of persons who served on the steering committee indicates a high degree of interagency and institutional collaboration.

Second, the forum served to link resources from the academic institutions with the needs of rural Lincoln County. Third, the forum increased the effectiveness of local government by helping to generate publicly-defined goals. And fourth, public agencies have a better idea as to the needs and strengths of rural women.

As a follow-up to the forum, numerous projects in the various communities have begun. PRI has offered, and will continue to offer support and technical assistance to these projects. The Lincoln County Rural Women's Forum will serve as a model for other rural groups and communities seeking to bring together various factions in an educational and productive manner.

COMMUNITY SKILLS TRAINING: A COLLABORATIVE APPROACH

Introduction

This case study documents one project which is representative of PRI's experiential training component available to public officials and citizens. This series of workshops is significant because of the collaborative nature of its origin, design and implementation.

The county where the training occured (Stevens County), represents a typical situation in the PRI service region: a rural, geographically isolated area. The area is characterized by a number of south-trending mountain ranges and corresponding river valleys. Many of the timber-covered mountains rise to the 6,000 foot level from valley floors of 1,500 feet or less. Two artificial lakes are the dominant acquatic features of the county. The sparse population is generally restricted to valley lands where slope, water supply, transportation, and climate contribute to more favorable living conditions. The main industries of the area include logging, agriculture, mining and recreation. The percentage of population increase during the 1970-77 period was among the highest in the state. The rapid growth not only indicates increases in governmental and social service responsibilities, but increases in the diversity of lifestyles and potential values.

Community development in rural isolated areas, where resources are scarce, requires special skills on the part of citizens so that the process can continue after the consultants leave. In contrast to the urban setting, effective rural citizens are significantly more reliant upon interagency collaboration and network support systems. This training was intended to transfer such skills and establish such networks among the participants.

Case Study Report by Vicki Braglio Luther, PRI, Program Associate, and Gregory P. Spencer, PRI, Program Assistant, Eastern Sub-Region, Spokane, July, 1979.

Problem

The program began as a request for skill training by two members of the Subregional Committee (SRC), the advisory council for the PRI eastern subregion. These members felt that increased skills in communications, problem-solving, analysis of community organization, and group processes would benefit members of their communities. The purpose of the training was twofold: (1) to increase community development skills in participants and (2) to introduce and support the idea of networking and collaborative behaviors among participants.

Since the eastern subregion had already declared a program goal of training volunteers in the community development process and continuing to use these trained volunteers as "paraprofessionals" in other rural communities, this activity was seen as another way of responding to the needs of rural citizens.

The two SRC members not only managed all arrangements for use of Washington Community College District 17's facilities, but also conducted a publicity campaign that included several press releases, a mailing to interested persons and follow-up contact by phone and in person to encourage community leaders to attend. SRC members were also active participants in all four workshops. Their work at the local level enabled the training team to respond to a well-defined and shared goal for part of the group members.

PARTICIPANT PROFILE

Many of those involved in the training held administrative positions or functioned as project directors within an agency. The emphasis in the training of encouraging collaboration seems appropriate, given the need expressed by participants for closer working relations within the community. Another

factor in the success of the group's development, was that the majority of participants were relative newcomers (living in the county less than 10 years) and were able to share the experiences of finding employment and acceptance in their respective communities.

As a result of the unique conditions relative to Community Development work in rural areas, PRI has been exploring staffing arrangements that are conductive to such specialized needs. In this particular case, the four trainers themselves represent a collaborative effort, i.e., they work under the auspices of three different institutions (WSU, EWU, and WSCC #17), yet join together to present a common training series. By using a team approach the four trainers demonstrate collaborative behavior, as well as talk about it. Although each of the trainers has a common expertise in human relations training, their backgrounds are interdisciplinary representing education, anthropology, psychology, and agriculture, which further augments the notion of networking and integration.

TRAINING DESIGN

The times and general content areas of the training were negotiated among participants and training team at an initial meeting. Basic needs assessment activities conducted at that first meeting gave credibility to the first design and overall theme of the workshops. These training events were conducted entirely in an experiential mode. Structured small group activities, related to diagnosing community power and decision-making processes were tailored to the profile of participants.

An example of such an activity is a role play demonstrating the use of power and hidden agendas followed by an extended debriefing session. This is typical of the "do, look, learn" philosophy, where participants first work through a small group activity, then observe and explore its meaning to

them, and finally draw conclusions about its relevance in their community context.

Feedback as a design mechanism was used throughout by the trainers to modify a basic experiential design to particpant needs and priorities as they emerged. More importantly, materials and activities for the training were developed that reflect the rural isolated setting, the scarcity of resources and the unique opportunity for increased effective uses through the development of collaborative skills.

Four training designs follow and can serve as a basic outline of the training events. However, the true picture of any such event cannot be traced without the added dimensions of interpersonal differences, group interaction and trainers' style.

TRAINING DESIGN I

Time	Person	Description of Activity	Materials	Expected Outcomes			Modifications fr Origional Design
				Concepts	Skills	Attitudes	
3:00-3:15	Vicki	Warm-up	Handout:10 statements describing typical local activities, each beginning "FIND someone who has. . ."	Participants become acquainted quickly in a non-threatening way			
3:15-2:30	Vicki	Theory Input: Experiential vs Dydactic Learning	Handout:outline comparing learning theories	Increased understanding of a "do-look-learn" method of training			
3.30-4:15	Vicki Dwight	Self-Assessment: Leadership styles	task person questionnaire, scale & profile sheet		Self-evaluation in terms of task orientation and people orientation		
		BREAK					
4:25-6:05	Vicki Dwight	Communication Skills: Trio activity	Handouts: •paraphrase •sharing feelings •perception check •behavior description		Practice in using four basic communication skills		
6:05-6:30	Vicki	Evaluation & Review	owritten feedback by individuals		Participant input into next training design		

TRAINING DESIGN II

Time	Person	Description of Activity	Materials	Expected Outcomes: Concepts	Expected Outcomes: Skills	Expected Outcomes: Attitudes	Modifications from Original Design
3:00-3:20	Greg Dwight	Warm-up: group starter "elephants & giraffes"		To prepare participants for meetings			
3:20-4:10	Team	Ball game: Controlling and influencing communication	Ball for ea. small group Handout: "Conditions which hinder effective communication	To explore the dynamics of assuming leadership in a group; to increase awareness of the power held by the member who is speaking; to diagnose communication patterns in a group			
		BREAK					
4:20	Dwight Greg Team	•Review communication skills •Introduce Process Observation •Pine County: Information Sharing	Handouts: •Briefing sheets •Summary of candidates •Solution sheets •Process Observation forms	To explore the effects of collaboration and competition in group problem-solving; to study how task-relevant information is shared within a work group; to observe problem-solving strategies within a group; to demonstrate the impact of various leadership styles on task accomplishment			
6:00-6:30	Team	Evaluation	Written response by participants	To solicit feedback to use in future planning			

TRAINING DESIGN III

Time	Person	Description of Activity	Materials	Expected Outcomes			Modifications fr. Origional Design
				Concepts	Skills	Attitudes	
:00- :15	Greg	Warm-up: Machine		To prepare participants for meeting. (physical activity to help with mid-afternoon slump)			
:15	Vicki	Committee Meeting: Hidden Agendas	•Briefing sheets •Role cards •Observation sheets	To illustrate the effects of hidden agendas on task accomplishment in a work group			
:05	Team	Debrief activity BREAK					
:46- :40	Team	Theory Input: What Makes an Effective Group? •Small group activity: read, discuss and report back on three handouts	Handouts: What Makes an Effective Group?	To explore the nature of collaborative behaviors in the development of working groups			
:45- :15	Greg	Task Activity: Come to consensus on where do we go for dinner after training	Flip Chart	To use consensus techniques in a group setting and have fun			
:16- :	Vicki	Evaluation	Written responses of participants	To solicit feedback to use in future training			

TRAINING DESIGN IV

me	Person	Description of Activity	Materials	Expected Outcomes			Modifications fr Origional Desigr
				Concepts	Skills	Attitudes	
00- .15	Greg	Warm-up "Are you my friend?"				To engage the group in enjoyable, relaxing game	
:15- :45	Greg	FIRO: Theory of group development	Charts Blackboard			To illustrate Schutz theory of affection inclusion and control as impacting group development	
		BREAK					
:00- :15	Vicki	Back Home Application: Cybernetics Session	Tables, chairs, charts			To gather information from each participant on 5 training-related issues agreed upon by the group	
:15- :30	Vicki	Evaluation	Written response by participants			Evaluate overall effectiveness of four training events	

OUTCOMES

Outcomes of this training workshop have been significant. First of all, participants felt strongly enough about the skills they gained to encourage other community members to attend a subsequent workshop. Second, participants have reported more effective working relationships within, and among, agencies. Finally, and most significantly, through this "hands-on" training, participants claim to have achieved a greater awareness of the decision-making process, and have increased their ability to impact that structure and facilitate purposive change.

PRI GOALS

This project has enabled partner resources (WSU, EWU, WSCC #17) to be delivered to the rural area, and fits with the overall goals and model of PRI.

The irony of the inadequacy of internal local resources to unilaterally generate rural improvement, and the dependency that external resources have upon local decisions, has been dealt with. In this case, local leaders identified the need and sought out external resources; the latter provided expertise and training based on the local decisions.

PRI's assumption that rural improvement will be greater as a consequence of collaborative interdependence and greater utilization of knowledge, in contrast to independent and wide-spread actions taken separately by each agency or organization, was implemented via the training series. Since nearly all of the local agencies with mandates for public service were represented, the workshops provided an opportunity for leaders and representatives to share information and plan strategies for cooperating on future programs and action.

At the barest minimum, by virtue of contact, participants were able to place names with faces, and increase the likelihood, for example, of one

administrator picking up the phone and contacting another regarding a related project.

For rural citizens to be effective, they must significantly rely upon interagency collaboration and network support systems. The Community Development process, on this occasion, successfully took the form of training citizens, transferring necessary skills and establishing community networks among participants.

THE GREATER OTHELLO DEVELOPMENT COUNCIL

Introduction

Othello is a growing agriculture center located in Adams County and within the East Columbia Basin Irrigation District. The area serviced by Othello has a population of approximately 15,000 and is also growing. The Partnership for Rural Improvement worked with the community in seeking a center to house the arts and provide recreational opportunities for the area. The following case study reconstructs the events during the past three years and is based upon interviews with several key particpants, observations of meetings, printed documents, and meeting minutes.

HISTORY AND BACKGROUND

The Greater Othello Development Council (G.O.D.C.) was officially created in April, 1977. However, the actual interest and involvement of the people in and around Othello began some years before--at least fifteen years ago according to one resident.

In 1975, efforts to restore the Old Hotel as a community arts center began to be realized. In December, 1975, a group associated with the Old Hotel Council initiated discussions concerning the possibility of establishing a community center for the Othello area. The group was officially formulated on December 30, 1976 and called the "Old Hotel Council Development Committee."

During March and April of 1977 several meetings open to the general public were held at which the goals, objectives, and strategies of the group were explored. In April, 1977, the committee realigned itself and separated from the Old Hotel orientation. At a public meeting held on April 28 the group discussed goals for the community. With the input of the Program Associate from PRI the group discussed alternative funding possibilities for a community center among which were:

(1) formation of a Parks and Recreation District, (2) funding from the Office of Community Development, (3) use of Hotel and Motel Tax Revenue, (4) use of revenue received from the sale of the Othello airport to a private concern.

In June 1977 PRI became officially involved with the group whose name was changed to "Greater Othello Development Council." At this time the Council identified its accomplishments to date: (1) regular meeting, (2) town meeting of April 28, (3) grants writing workshop held June 21-23, (4) PRI acceptance of the project, (5) Arts Council Newsletter, (6) Arts Council calendar of events. Also, at this time the Othello Chamber of Commerce indicated its willingness to promote the efforts of the Council.

On September 19, 1977 a steering committee for the Council was formed to facilitate the group's effort to develop a community center. The steering committee listed its prime objectives as the formation of a Parks and Recreation District to serve the Othello area and passage of an operating levy. Three interests to be pursued by the Council as identified in public meetings were: (1) Community Center, (2) Land use planning, and (3) Public works. The Parks and Recreation District was given highest priority since it would facilitate the development of a community center.

In October, 1977 the Department of Architecture at WSU was contacted by the Council and agreed to assist the G.O.D.C. by assigning the community center design as a problem for a class of fifth year students. The Council also concentrated on efforts to get the recreation district issue on the Fall, 1978 ballot. A sufficient number of signatures necessary for the March, 1978 ballot had not been obtained and a fall election would give time to coordinate activities. The effort was focused upon petition signatures and developing means of promoting the District issue. The Council also began work on incorporation papers.

The group once again reorganized on April 19, 1978, accepted organization by-laws, and elected officers for the steering committee. Promotion of the District election continued through the summer including the display of the models created by the WSU architecture students. Significant to the promotion effort was a public performance of a dance group from Eastern Washington University.

The election, held in November, 1978, saw the creation of the Adams County Recreation District No. 1 to serve the areas in and around Othello. Following creation of the District the Council began to focus its attention on the matter of financing the functions of the District. A levy request was to be put before the voters in March of 1979. A one-time levy was to raise $80,000 as support for the District in attempts to find funding sources. For a variety of reasons to be discussed below the levy was voted down by the people in March, 1979.

The Council is now reassessing the means available to it for funding the community center idea. Options are to use the legal standing of the District to try for another levy, seek assistance from other state sources, or promote development of the center in phases with the recreation aspect pushed forward first and the arts function to be added later.

Key Events of the G.O.D.C.

Several key events or "critical incidents" were identified by the informants and from Council documents. The events or incidents are listed below with a brief statement of their significance.

1. Formation of the Old Hotel Arts Council which set the goal of a community center apart from the restoration project and allowed the community to focus energy on the issue and its achievements.

2. Acceptance of the Council's community center project as a PRI supported activity in June of 1977. Acceptance brought with it financial assistance to promote the District election coming that fall.

3. Agreement with the WSU Architecture Department to develop models of possible community center designs to be used to promote the District election. The models were considered a valuable contribution to the success of the election.

4. Formal organization and incorporation of the Council and election of officers (April 19, 1978). The event established a solid leadership for the group and consolidated membership and objectives.

5. Approval by the voters of the Recreation District in November of 1978. This District gives the Council a legal funding agency through which it can act.

6. The defeat of the operation levy of the District in March of 1979 is critical to the Council in that the group must now analyze its goals, objectives, and strategies in light of the problems which contributed to the levy failure.

These are six critical events which are foremost in the minds of the Council participants. Other events which were mentioned as key or critical include the brochure developed to promote the District election; the performance of the dance group from EWU; the Town Meeting in April of 1977 which was seen as the first indication of acceptance by the public of the newest attempt by concern citizens to build a community center.

OUTCOMES AND PRESENT STATUS OF THE G.O.D.C.

The major outcome of the Council efforts is the Recreation District. A great deal of time and effort went into the success at the polls. The growth and development of the Council is encouraging to the community.

Other outcomes of the Council, as identified by the participants, include: (1) development of civic consciousness, (2) increased ability of the Council to periodically reassess its goals, and (3) identification of alternative funding sources which are being pursued.

The Council is presently reassessing its strategy after failure of the levy. The District offers a legal taxing body which the Council lacks. However, the District is apparently yet to be perceived as worthy of funding by the voters. The Council is now discussing improvement of the District's image.

ORGANIZATIONAL PROBLEMS AND OBSTACLES

The interviews and the documents reveal several critical problems which, if unresolved, would have severely hampered the Council's progress. The difficulty most often mentioned was lack of leadership continuity. The group was not managed effectively until the formal election of officers which has allowed energies to be focused on the main concern of the members. The group possesses a strong leadership group and a concensus on its primary objective.

A second obstacle to general acceptance of the Council within the area has been the lack of tangible products. A great deal of time and effort has been invested in creating the Recreation District. Until the public can see evidence of visible achievement the effectiveness of the Council is likely to remain somewhat uncertain. The architecture student models used in promoting the District election are cited as evidence of the public's positive response to tangible products.

The divergence of interests within the group, and the variety of opinions about how to proceed, was clearly a problem initally. The early organizational structure was not conducive to resolution of the divergencies.

The levy failure was due, in part, to the lack of communication with the County Auditor about how the election was to be conducted. Complaints conerning the structure of the election and the inconvenience caused to voters were cited by participants interviewed. The levy may have passed if voters had not suffered the inconvenience of waiting in long lines. Also, some negative feelings were focused on failure to coordinate the District levy vote with the school bond election, held at the same time. The levy failure may also be attributed in part to the perception by voters of confusion about the purpose and powers of the District Commission. Voters were apparently uncertain about how the $80,000 sought in the levy was to be used. While the

District is responsible for presenting needs to the people, the participants interviewed indicated the Council was considered an effective supporting group. More intensive and effective public relations may be needed.

Lack of minority representation on the Council is considered as an obstacle to some citizens. The non-Anglo population is growing rapidly in the Othello area. For example, more than 50% of the students in the Othello schools are reported to be non-Anglo. A representative of the Chicano community was involved in early activities of the Council. However, personal problems forced his withdrawal and no serious effort has been made to invite another representative into the group, although several members of the Council would like to recurit members of the minority ethnic groups into Council activities.

Though these obstacles have not been fully resolved, the Council has been successful in dealing with these major issues openly. Confidence in Council ability to manage problems is now expressed, although training and greater knowledge of organizational development continue to be of interest. At recent meeting members of the Council have indicated interest in alternative projects which might be undertaken to demonstrate the effectiveness of the Council. The issue of how to broaden participation has also been pursued.

PRI'S INVOLVEMENT WITH THE G.O.D.C.

The Partnership for Rural Improvement began involvement in the project undertaken by the Council in late 1976. In March and April of 1977 the PRI Program Associate helped organize and conduct a series of community meetings designed to inform the public of the goals and objectives of the Council and to solicit response and suggestions. The meetings were attended by the same people who comprised the G.O.D.C. and the Old Hotel group.

Members of the Council appear to feel strongly that PRI has had a

positive impact on their organization. The PRI Program Associate has been in regular attendance at committee meetings of the Council and has taken on the role of informing members of such meetings and of other events which would be of interest.

PRI played an important role in the success of the Recreation District election by supplying funds to cover informational activities. The Partnership assisted in securing information on the process of forming a District and in obtaining the architectual models of community centers.

Persons interviewed expressed some dissatisfaction with the posture taken by PPI. That is, PRI is viewed as advisory only. The program associate has been extremely helpful in locating individuals and groups outside Othello who have knoweldge and skills needed by the group. However, the "low key" approach of PRI is a subject of some criticism.

Any criticism of PRI was concerned with the time lag in getting information requested. Individuals interviewed were not knowledgeable of the structure of PRI but they felt the delay in securing information was outside the control of the Program Associate.

The overall perception of PRI is positive. This is due, according to the Council members, to the commitment shown by the Program Associate. The role of the Council in area activities is expanding with the implementation of the Recreation District. A key member of the G.O.D.C. expressed the hope that PRI would carry on and offer leadership training and organizational development assistance to the Recreation District Commission and to the G.O.D.C. PRI is seen as the one supporting mechanism for expanding the scope of activities and participation in Council endeavors.

REARDAN COMPREHENSIVE PLAN AND ZONING ORDINANCE

Introduction

The Partnership for Rural Improvement (PRI) is a program funded in part by the W.K. Kellogg Foundation of Battle Creek, Michigan. Through it, a coordinated effort involving educational institutions and public agencies has been undertaken to address the unique problems of rural development in eleven counties of northcentral and northeastern Washington. A dual approach for achieving development is stressed, first involving local individuals and officials as the principal actors, and second, enhancing the capacity of agencies and educational institutions to provide important services to rural communities.

This case study is an attempt to illustrate the interaction of these two levels of development in a successful project that is atypical of the standard PRI approach.

Problem

This project involved the development of a Comprehensive Plan and Zoning Ordinance for the City of Reardan. As such, there were essentially two problems to be addressed. First, certain conditions in the City of Reardan warranted the development of a comprehensive plan and zoning ordinance in order to enable the city to maintain a degree of control over growth and development. Second, the lack of experienced personnel to draft such documents led to delays and entanglements which prevented the completion of an acceptable permanent document. The PRI project, effected through the Department for Urban and Regional Planning at Eastern Washington University, had as its primary goal the development of an acceptable and workable document in the form of a Comprehensive Plan and Zoning Ordinance.

It was generally felt that the failure of the city itself to address

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Case Study Report by Al Tramposch, Graduate Student, Washington State University, Pullman. July, 1979.

existing problems would result in outside intervention dictating solutions that might not be acceptable to the people of Reardan. Efforts were initiated by the city council through the planning commission to draft and implement a comprehensive plan and zoning ordinance. The failure of these efforts led to the involvement of PRI, which took as its task resolution of the dilemma created by this desire to retain control within the city while lacking the local expertise to establish it as law.

HISTORY AND BACKGROUND

In the early fall of 1977, members of the Reardan Planning Commission contacted Bud Langan, the PRI Program Associate in Spokane, seeking assistance in developing a Comprehensive Plan and Zoning Ordinance. Langan in turn contacted Dr. Joseph Luther, Chairman of the Department of Urban and Regional Planning at Eastern Washington University. In September, 1977 two main thrusts were initated. A large-scale community development effort was begun under Langan's supervision, while Dr. Luther prepared to deal with the immediate problem--the pending expiration of Reardan's temporary zoning ordinance.

The temporary zoning ordinace drafted prior to PRI involvement was not sufficient to properly address the problems and concerns of Reardan. In fact, under the temporary ordinance, many areas were zoned for a use contradictory to existing use. However, expiration of the temporary ordinance would have left the city with no authority over land use. Thus the development of an acceptable permanent ordinance was given high priority. Several extensions were given to the temporary ordinance, the last one expiring in October, 1978. Several difficulties plagued the Planning Commission, headed by Peter Mahrt, which made the drafting of a permanent ordinance even more difficult. Disorganization and lack of interest on the part of members was the most difficult

obstacle to overcome, but it was this situation which led to the contact with PRI.

In October, 1977, PRI involvement in Reardan came to a temporary standstill when Dr. Luther became ill, and Bud Langan left PRI for another position. Reardan officials remained in touch with PRI for the three month interim period, and in Spring, 1978, involvement was resumed. Due to the extreme time constraint, the decision was made to concentrate on the writing of a permanent ordinance, and to forego the complete community development process. With the aid of Professor Fred Hurand of the Planning Department at EWU, and EWU students, Dr. Luther began the task of drafting an acceptable plan. Professor Hurand's spring Community Development class conducted a survey of the residents to aid in determining community needs and goals. Inventory work was done, and a draft plan and ordinance was completed. Final drafts were submitted by PRI to the Planning Commission in August of 1978, and declaration of non-significance and SEPA checklist were completed.

A public hearing on the plan and ordinance was held on August 31, 1978. On September 7, the Planning Commission met and recommended adoption of the drafts. On September 27, the City Council met and adopted the drafts, four days ahead of the October 1 date that had been set as a final deadline. Direct PRI involvement terminated with the August 31 public hearing.

Goals and Objectives

The major unofficial, but apparently commonly held, goal of the concerned parties in Reardan was to provide rules and regulations for land use within their town without outside control. It was generally feared that if the people of Reardan did not formulate their own plan, it would be done for them. There was universal agreement that having it done from outside was not desirable.

The stated goal of the comprehensive plan was that Reardan should remain a small, quiet, rural community sustaining a moderate rate of growth with adequate local services.

The stated objectives of the comprehensive plan included those for land use, circulation, housing, utilities, community facilities, parks and recreation, central business district and community appearance.

The Survey For This Case Study

Interviews were conducted with four of the seven key individuals involved in the development of the plan and ordinance. These included both present and past members of the Reardan Planning Commission, as well as the PRI Program Associate at the Department for Urban and Regional Planning at EWU.

All interviews cited the importance of keeping control within the city, of coming up with an acceptable ordinace to prevent imposition of rules from an outside source. Several interviewees questioned whether this was a realistic fear, but agreed as to its importance in people's minds.

Individual perceptions varied with respect to what sort of results should come from the plan. While these were not contradictory at all, they varied enough to warrant mention. They included:

1. To allow everyone to do what they want within the framework of the law (i.e., without infringing on the rights of others).
2. To keep apartments and businesses centrally located, with single family homes on the outskirts.
3. To maintain uniformity within the community (e.g., setting houses an equal distance back from the road).
4. To establish zoning that is flexible and short-term.

No emphasis was put on such goals as "limiting growth" or "keeping development out of our town." In fact, much time was spent convincing the people of Reardan that the role of the Planning Commission was not to prevent

all new building within the city, or to discourage growth. Care was taken not to be overly restrictive with respect to building regulations. However, certain areas did not require additional regulation. Notable is the use of water, and the installation of new hookups. For the past two summers, the city had enforced water conservation measures. These consisted mainly of restricting lawn watering to alternate days. The city's wells are insufficient to supply more water than is presently required, and city capital funds are insufficient to allow further exploration for water. Thus, development is tightly restricted by the lack of available water, and is reinforced by a very steep charge for new water-line hookups. Future development for Reardan will be relaxed to the availability of water.

Key Events

In the spring of 1978, Professor Fred Hurand's EWU Community Development class prepared a community survey designed to determine how the citizens of Reardan felt about development in their community. Samples of the questions asked are: (1) How long have you lived in Reardan? (2) What unique characteristics does Reardan have that you find make it a nice place to live? (3) What size of town do you feel would be an ideal size for Reardan? (choices given) (4) If Reardan were to grow what kinds of businesses and industries, if any, should locate in Reardan? (5) Do you feel that the city of Reardan should make improvements to its existing street, water and sewage systems to encourage new development? The results of the survey were used to prepare a set of goals and objectives for the comprehensive plan. The survey was conducted in person by EWU students, and was very well received by the community. Those citizens of Reardan that were not surveyed formally were contacted later by members of the Planning Commission to make them aware of the planning process, and to solicit additional input.

Draft documents were completed in the summer of 1978 by PRI officials. On August 11, 1978, a letter was sent by Joe Luther to the Planning Commission advising it on the proper steps to take to have the draft submitted to the City Council for approval. A declaration of non-significance was prepared, and a SEPA checklist completed.

On August 31, 1978, a public hearing was held to entertain comments on the draft documents. The meeting was presided over by the Planning Commission, with Dr. Luther and Professor Hurand serving in an advisory capacity. About ten citizens of Reardan appeared at the meeting. Dr. Luther took advantage of the meeting to relinquish responsibility for the project leaving the plans for Reardan in the hands of the members of the Planning Commission. The official role of PRI ended with this meeting. However, communication lines remain open with PRI officials should any future problems arise.

Further action resulted with the Planning Commission meeting on September 7, 1978, and voting to recommend adoption of the draft documents. On September 27, 1978, the City Council met and voted to adopt the draft documents as the permanent Comprehensive Plan and Zoning Ordinance for the City of Reardan.

OUTCOMES AND PRESENT STATUS

The major outcome of the project was the successful completion and adoption of the Comprehensive Plan and Zoning Ordinance. In the nine months since the adoption of the plan, several actions have been taken, with no apparent difficulties in implementing the plan.

Several pressing issues still confront Reardan which the Planning Commission in cooperation with the City Countil is attempting to work out. Among these isues are: (1) lack of an adequate solution to the placing of mobile homes, (2) critical water problems, (3) fragmentation and degeneration of the central business district, (4) restricted sewage treatment capacity,

(5) presence of farm animals within city limits, (6) lack of a subdivision ordinance, (7) lack of an economic development strategy, (8) lack of a housing plan, and (9) lack of redevelopment funds.

The adopted zoning ordinance represents a flexible approach to development, leaving many key decisions up to the Planning Commission and City Council based on consideration of prevailing conditions. The Reardan ordinance has been used subsequently as a model for developing documents in other communities.

OBSTACLES AND PROBLEMS

The obstacles encountered by the members of the Reardan Planning Commission are typical of planning efforts in most small towns and included the time frame within which the work could be accomplished and the misunderstanding of the purposes of the planning commission. The main difficulty of the planning commission was to convince the people of Reardan that their task was not to block all development, but to see that it was done right. Growth was not encouraged due to the short water supply, but the position of the planning commission is to facilitate growth in a way that will protect the existing positive conditions in the city.

Additional difficulties included misunderstanding of the ordinance guidelines. The public does not understand the zoning ordinance as well as it should. There is a misconception that the planning commission must approve all building no matter how small or insignificant. Theres misunderstandings engendered a certain amoung of resistance and resentment toward the planning process which was only overcome by the planning commission member's initiative in talking with people and explaining the planning process and its purpose. Finally, the lack of expertise on the part of the planning commission members. Before the involvement of PRI, planning efforts in Reardan made scant headway. Officials used other sample plans and conferred with other communities as a basis for formulating

their own plan. However, since each community is unique in resources and problems, and since the main obstacle to developing a plan that will be acceptable to the members of the community is education of the people as to the purpose and working of a plan, early attempts at drafting a plan and zoning ordinance failed. PRI served to fill in these gaps.

On of the major lessons learned by the members of the planning commission was the importance of using tact for problem solving. By teaching people that the role of planners is to reflect people's opinions, and that citizen ideas are wanted and needed, PRI helped put the citizens of Reardan on the side of the planning commission, rather than opposing it out of fear and misunderstanding.

THE PRI ROLE

The role played by PRI in the Reardan project was primarily one of consultation rather than education or coordination. Dr. Luther and Professor Hurand served essentially as consultants to the Reardan Planning Commission, doing the bulk of the technical work involved. Their tasks included: the actual drafting of the planning documents, composing both format and language to incorporate the goals and objectives of the people of Reardan; organization of public hearings; assuring compliance with state and federal laws and guidelines; executing a declaration of non-significance and SEPA checklist. The otherwise normal community development assistance was excluded from the Reardan project due to certain difficulties, the prime one being the extreme time constraint.

It was agreed among all the people interviewed that without PRI's help, Reardan would not have been able to come up with a plan. The presence of an outside directive, in the form of a trained consultant who is impartial and has extensive experience both in drafting plans and in informing the public as to the nature of the planning process, was the deciding factor in the success of the Reardan planning process.

CONCLUSION

The Reardan project was declared by all interviewed parties to be a solid success. It was, however, a project that varied considerably from the normal approach taken by PRI in aiding communities. That is, the role played by PRI in Reardan was one of consultation rather than education. The reason for this was the critical time constraint faced by the planning commission in drafting their plan and ordinance.

Thus, the Reardan community remains more or less dependent on PRI for assistance should it decide to modify or update its plan at any time. However, despite the strong consulting emphasis, the educational process was not completely lacking in Reardan. In August, 1978, the members of the Reardan Planning Commission attended a day-long PAW short course on local planning given in Cheney. While this was the only formal educational experience, it was clear from talking with commission members that more was learned about the planning process by being immersed in doing it than could have been learned in a month of short courses. A desire was expressed for more instructional meetings for the planning commission and town council members to attend to learn the processes of planning, yet it is clear that the Reardan planning commission is fully capable and confident in implementing the plan as it now stands.

Thus development on the two levels emphasized by PRI has to some extent been achieved. Local officials and individuals are in charge of the implementation of the plan in Reardan, while at the same time a strong channel of information and assistance has been established with PRI and the Department of Urban and Regional Planning at Eastern Washington University.

WENATCHEE VALLEY COLLEGE COMMUNITY RESOURCE CENTER[1]

Introduction

As part of an on-going evaluation of the Partnership for Rural Improvement (PRI), case studies of projects with which the Partnership has been involved are being conducted to determine the nature of its role and its effectiveness in that role. Cases selected represent the PRI model of interorganizational callaboration and resource-linking. The Wenatchee Valley College Community Resource Center is a suitable case because of the multi-faceted nature of PRI's involvement in its development and continued existence.

Problem

The Partnership for Rural Improvement's involvement with the development of the Community Resource Center was a response to the desire of Wenatchee Valley College, one of the PRI partners, to become more responsive to community needs. There were several levels to the PRI involvement in assisting the college achieve this goal. First, PRI, through one of its partner agencies (which employed a part-time PRI staff member and consultant) helped to plan a meeting between the college and representatives of the three county community which the college serves. At this meeting future directions of the college and ways to serve the community better were discussed. Second, PRI associates helped to obtain grant funding for a community resource center to be established at the college, which could better serve local needs. Third, PRI shares both its role and its resources with the Community Resource Center on a continuing basis, all of which is to orient the college more to community needs.

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[1] Case Study Report by Matt Clark, Graduate Student, Washington State University, Pullman, July, 1979.

Organizational Development

PRI's assistance to Wenatchee Valley College in assisting it to relate better to the community at large began in the summer of 1978, when a representative of PRI, working through the auspices of Northwest Regional Educational Laboratory, was asked to help develop a long-range planning workshop for approximately thirty people from Wenatchee Valley College and thirty community members. The planning workshop was designed so that community members were sufficiently involved to give valuable input to WVC's future directions. This required a considerable expertise which was supplied by the PRI represenative in tandem with staff from the college. The PRI associate also acted as facilitator during the planning workshop held September 12 and 13, at Sun Mountain Lodge near Winthrop, Washington. The facilitator's role was one of insuring that all people were involved and that the meeting's objectives were effectively achieved. The workshop was funded by a federal grant for administrative improvement in colleges.

During the workshop. participants formed six discussion groups, each of which stressed what it considered to be important directions in Wenatchee Valley College's future. Discussions revolved around such topics as education and government, the college and local business and special interests. Consideration was given to which of two directions the college should follow: vocational education or broad-based preparation for students going on to four year colleges. At the end of the workshop the six groups were combined to allow all participants to share their ideas for the future of WVC. Priority goals identified by the group as a whole included:

- exploring alternative sources of funding to aid the college during times of scarce funding

- improving the college's public image
- emphasizing fruit tree technology
- bilingual (Spanish - English) registration and programs (for the large number of migrant workers who come to the area to pick fruit)
- community information centers

In general, all the goals mentioned directed the college to better community oriented service.

Immediately following the Sun Mountain conference, a grant proposal which had been prepared earlier by WVC personnel was again reviewed in light of the goals of the Sun Mountain Workshop. The grant, sponsored by the W.K. Kellogg Foundation in collaboration with the American Association of Community and Junior Colleges, provided funds through the National Self-Help Resource Center for the establishment of community resource centers in six community colleges nationwide. The purpose of these resource centers was to act as a catalyst for citizen participation in local decision-making by providing information and education on local issues, activities and organizations and by training citizens in successful citizen participation techniques. The community resource center would satisfy several Wenatchee Valley College goals by orienting the college more to community needs, getting outside funding and serving as a community information clearinghouse.

PRI began the second phase of its involvement with the proposed community resource center during the writing of the grant to obtain these funds. The PRI Program Associate and Assistant were asked for input into the development of the grant proposal by WVC administrators. PRI partners from the college were instrumental in the decision to seek funding.

The proposal was written by WVC staff in cooperation with PRI staff and the community involvement group formed at the Sun Mountain workshop. PRI was asked to help primarily for three reasons: (1) It was another Kellogg-funded

organization which represented WVC's continued commitment to community development; (2) The nature of PRI's mission was similar to that of the proposed community resource center; and (3) PRI could provide, through its members, the organizational support necessary to obtain the grant.

The grant-writing group, under the direction of the college's development officer, obtained the support necessary to satisfy the proposal's criteria from September through October of 1978. The proposal was submitted at the end of October and the grant was awarded to Wenatchee Valley College in the first week of November. The grant totaled $40,000 with an additonal $16,900 provided by WVC in contributed funds.

The third phase of PRI involvement began with the establishment of the Community Resource Center following the receipt of the grant. At Wenatchee Valley College, PRI and the Center share office space and resources on a continuing basis. Because of their similarity of purpose, they also act in a mutually supportive fashion, each helping the other in coordinating their programs, as well as helping to establish the legitimacy with various groups in the area.

Goals and Objectives

The purpose of the Community Resource Center is to improve the delivery of several types of services in the Douglas, Chelan and Okanogan county area. This is to be accomplished by providing an improved network of information sources and improving the skill of citizens in dealing with the decision makers of the area. The Center is also to serve as a clearinghouse for community activities and a system for alerting citizens to events taking place which may affect them or with which they may want to be involved.

There are other, less public, objectives which supply the necessary support for establishment of the Center. The most important of these is the

determination by certain members of WVC's administration that the college should be more oriented to the needs of the community. These individuals viewed the Community Resource Center as a vehicle for better community relations and could thus help the college demonstrate to the community that it was willing to expend energy to satisfy the needs indentified by community representatives at the Sun Mountain workshop. Also important was the interest of the Kellogg Foundation and the American Association of Community and Junior Colleges in determining if the community college was the proper setting for resource centers responsive to citizen's needs. Finally, PRI's objective of promoting interorganizational cooperation was also served through both the establishment of the Center and its continued existence.

Important Events

A number of events occurred which were instrumental in the establishment of the Community Resource Centerat WVC. These events can be termed important or "critical" because had they not happened, the Center would likely never have been established. The first important event was the decision by Wenatchee Valley College administrators to become more responseive to local community needs. This led them to include citizens in the planning of WVC's future direction and to invite the representative from PRI to arrange and facilitate the planning workshop. The second critical event was the workshop itself, in which the citizens and faculty further defined the college's role in the community and made suggestions on how to implement that role. The third key event was the availability of funds through the National Self-Help Resource Center grant to help WVC respond to community needs. The fourth event of significance was the convening of a steering committee consisting of community members who had participated in the planning workshop and who had expressed an interest in continuing their involvement with WVC. The fifth event was the

awarding of the grant to fund the Center which allowed the desires and good intentions of those involved to bear fruit in something concrete. Following the awarding of the grant, the next important event was hiring a coordinator who was competent and suited to the work. The sharing of office space and resources between the Center and PRI was another critical event in terms of the effect it had on the initial programming efforts. This cooperative approach created a firmer base than would otherwise have been possible and allowed many of the immediate community needs to be based on past experience in PRI. The final event of importance is the first clear accomplishment of the Community Resource Center. The Center sponsored and provided information for a series of forums on forms of municipal government available for choice by the citizens of Wenatchee. This is currently an important subject in the area and a clear evidence of the Center doing what it was formed to do.

OUTCOMES

To date, the clear outcome of this project is the functioning Community Resource Center -- a demonstration of the ability of a community college to respond to and work with members of the community at large. It was somewhat of an unexpected outcome, considering the expectations brought to the Sun Mountain workshop by most participants. Had Sun Mountain not occurred, it is doubtful that the proposal would have been considered in the same light, if at all. This emphasizes the value of including those to be assisted by a project in the planning and decision-making processes of public agencies and institutions, so that their objectives may be considered.

PRESENT STATUS

At present, the Community Resource Center is operational, apparently moving towards satisfying community needs. Mutual support with PRI is presently taking place and will continue to do so into the near future.

OBSTACLES

Events which have acted to block attainment of the project's objectives, those of better serving community needs, have been surprisingly few in number to date. This is due in large part to the fortuitous discovery of a grant that would attain a recently-stated objective of the college and to the cooperation given by community members in supporting WVC's proposal. Some obstacles do exist, and of these the most significant seems to be lack of funds. The grant only covers the salary of the coordinator and a few office supplies, hardly enough to change the direction of the college. Another related obstacle is the size and difference of purpose of the Center program as contrasted with the rest of the College's operation. Acceptance of a new concept is almost always slow and the situation at WVC is no different. Traditional directions of an educational institution are not entirely suited to a community-oriented program on campus and many people in this academic community have apparently not yet determined the nature or the value of the Center in the whole scheme of the college. Those involved hope this will change with time.

THE ROLE OF PRI

The Partnership for Rural Improvement had several roles in this project. Not all of them are easily distinguishable. PRI provided part-time staff to organize and facilitate the planning session that brought WVC representatives and area residents together. Some of the WVC people active in the PRI western subregion were initiators, in one form or another, of various aspects of this project. PRI staff located at WVC provided a justification for the college to receive the grant and various subregional partners were used as resources to write letters of recommendation, etc., to support obtaining the grant. PRI shares space and linkages with the Center, thus providing an atmosphere beneficial to both programs. Perceptions of participants of PRI's role indicate the

presence of PRI on campus provided an atmosphere that was conducive to community orientation and the establishment of the Center. The nature of the project, one of bettering community relations within one of the subregional partners, makes the role of PRI somewhat hard to define. It was largely behind-the-scenes support, providing linkages where needed to help the project reach fruitation.

CONCLUSIONS

The comparison of PRI's role in this case to the PRI model of providing resources and linkages is clear in some phases of the project, not so clear in others. During the planning for the Sun Mountain Conference and the writing of the grant proposal, the model is adhered to. Staff and partners provided resources where necessary, even though some of the partners may have been involved with the college anyhow. A more important role of PRI is providing the atmosphere for something such as the Community Resources Center to be established. This was accomplished by having demonstrated the value of interorganizational linkages to an otherwise strictly educational institution.

APPENDIX C

EVALUATION STUDIES

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EVALUTION SURVEYS

The two part survey was undertaken in 1978 to secure evaluative feedback on the progress of the Partnership for Rural Improvement near the end of the second year of grant support. A long form questionnaire was completed by individuals who had been closely associated with PRI, including staff, members of the Regional Coordinating Committee, Sub-regional Committees, and administrators within partner insitutions. A shorter questionnaire containing selected items from the longer questionnaire was mailed to all individuals (700) receiving the PRI Forum Newsletter. Forty individuals responded to the long form and 195 to the short form.

Neither of the samples can be considered representative of a clearly defined population, which obviously limits generalizability of results. Nonetheless, the data provided useful mid-course feedback to staff, administrators, and regional or sub-regional committees responsible for program activities.

(A complete tabulation of results from both parts of the survey is available through the PRI Administrator's office.)

Long Form Results

The long form questionnaire was distributed to: (1) members of the Regional Coordinating Committee, (2) members of Sub-regional Committees, (3) the WSU Administrative Countil (Deans or Directors), (4) the WSU Advisory Committee (Department or Program Chairs), and (5) PRI Program Staff. All individuals responding were thus directly involved in PRI program administration or in program activity.

After two years the level of approval and continued support was clearly strong: 92 percent would like to see the Partnership continue beyond the

initial four-year period. Furthermore, a sizeable proportion (88 percent) felt their understanding of how to productively address rural issues has been improved as a direct result of PRI activity. Fully 90 percent felt PRI has contributed directly to their professional development. Eighty-seven percent were satisfied that they have had some personal influence in determining program goals. There was nearly universal agreement that PRI should be pursuing the eleven primary goals outlined in the questionnaire (and in the earlier proposal to the W.K. Kellogg Foundation).

However, there was less certainty about the adequacy of the present (1978) organizational structure for pursuing these goals (63 percent feel it is effective, but 30 percent cannot adequately judge). Eight-one percent expressed satisfaction with the manner in which the organizational structure was created, despite the relative uncertainty about effectiveness.

The "program associate" role was considered a useful staff pattern, particularly those based in community colleges (90 percent approval). However, only 22 percent of respondents were highly satisfied with the overall staffing arrangements (68 percent were "satisfied").

Relatively few of the respondents felt they were "more than adequately" informed about all phases of Partnership activity, and there is clearly a strong preference for additional and more detailed information (roughly 50 percent of respondents felt their information is in one way or another adequate).

The highest priority activities (among a list of 22 possibilities in the questionnaire) were: (1) inter-organizational cooperation, (2) organizational development within partner institutions or agencies, (3) community organization, (4) leadership development, and (5) citizen group development. PRI was generally evaluated as effectively pursuing each of these priorities.

Although support within the organizations to which respondents are affiliated is perceived as growing (by roughly 70 percent of respondents) the

fact that 30 percent did not feel support is increasing suggests a need for assessment of procedures for further increasing the depth of organizational support. Confidence in effective inter-organizational development seems to be stronger than was satisfaction with strengthening commitment within partner units.

In sum, those individuals most closely associated with PRI strongly support the effort after two years of involvement. A committed core group of participants has been established. Confidence in the original goals reamins strong, but some uncertainty about appropriateness of the organizational and staffing structure is evident. The new staff roles created through PRI are viewed as worthwhile, particularly at the field level in community colleges; there is less confidence in staff roles located in four year colleges. A high proportion of the PRI "in-group" would like even greater information about many dimensions of the program than is presently available. Priority activities tend to be precisely those emphasized during the 1978-1979 program year, except that greater emphasis on development of PRI visibility and respectability within partner organizations may be necessary to increase internal support.

Short Form Results

The purpose of this survey was to obtain general reactions to the Partnership for Rural Improvement. To measure the extent of involvement with PRI activities the respondents were asked if they had been involved other than as a recipient of the newsletter. One-third indicated they had some further involvement while fully 2/3 had not. Thus, a minority of the sample had significant PRI involvement.

Respondents were asked how they would describe their image of the Partnership for Rural Improvement. Four percent indicated their impressions were very favorable, 52 percent were favorable, 12 percent were unfavorable and 2 percent

very unfavorable. Almost a third of the 184 respondents to this item had no opinion.

Ten goal statements were articulated to examine agreement with stated PRI goals. Respondents were asked to judge if each: (1) Should be a goal of PRI?, (2) Was actually a goal of PRI?, and (3) If a PRI goal, was it being met to their satisfaction? In every case, a majority of the persons responding (ranging from 69 percent to 91 percent) thought that the statement presented should be a goal. A far smaller proportion thought the statement actually was a goal (27 percent to 61 percent) and a yet smaller proportion thought the goal was being met (17 percent to 35 percent).

Some respondents chose to state their reactions to PRI in written form. Responses varied widely. Some examples: "Yes, (an) opportunity (was provided) to become more fully aware of impacts on institutions and citizens in the short- and long-term caused by community, county, and state-wide actions, proposals, etc."

"PRI has provided some insight into ways of utilizing the different agenices to accomplish one task of common interst, particularly the community colleges and the university extension."

"PRI is independent and freer than most similar organizations, (i.e., planning commissions, councils of government, etc.) to innovate. Most such organizations started out with the same advantage and lost it all when they go into 'implementation'. With time, PRI is likely to lose it too."

"Yes, it has influenced my perception; I think that agencies and institutions are doing even more navel-gazing than I had thought."

"No, absolutely not...It is hard to believe how little has been accomplished for so much money spent--a most incomplete and ineffective effort."

"I believe this whole effort to be 'excess baggage' and unneeded."

"I don't think another government agency would be in the best interest of the country at this time."

"I see PRI as a scandalous boondoggle whose misuse of grant funds borders on the scandalous."

"Spend your resources providing services instead of building an empire."

Although reactions to PRI from recipients of the newsletter was clearly mixed, and often critical, roughly 70 percent of the individuals who chose to respond to the inquiry thought the program should continue. There was general agreement that the program goals were worth pursuing, but wide diversity in levels of satisfaction were exhibited with the means through which implementation was occuring. The most critical individuals tended to be those whose priorities for program activity were not being met, while supportive respondents felt the program was supporting their primary interests.

In sum, the feedback secured through the survey suggests that PRI has not achieved universal acclaim. Several useful suggestions are offered for redirection. Overall, the program is offered encouragement in continuing to pursue the goals originally defined.

EXTERNAL EVALUATION

During the week of February 12-16, 1979, the Partnership for Rural Improvement was visited by an invited team of rural development specialists. The three person team was chaired by Dr. Edward Moe of the United States Department of Agriculture. Other members included Dr. Patrick Madden of Pennsylvania State University and Dr. Olaf Larson of Cornell University. The following material is a section of their report excerpted to give a summary view of their findings.

I. OBSERVATIONS AND INTERPRETATIONS

Out of the discussions during the review and the deliberations of the review team to interpret what they had seen and heard, there was concensus on some overall observations and impressions.

1. Substantial gains have been made in implementing the objectives[1] of the proposal to the Kellogg Foundation. The essential relationship of trust has generally been established among the partners, especially between collaborating educational institutions. An appropriate organizational structure is in place and is being monitored. There is generally a high sense of ownership by the partners, a sense of ownership through which influence and joint

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[1] See pages 1-2 of the original proposal "Collaboration and Integration in Rural Planning and Development." In brief, the general goal of developing, installing, and evaluating a model for a collaborative planning and development program in a rural region included multiple objectives. These pertained to increasing the collaboration among agencies and institutions in achieving rural planning and development goals, increasing the competence of educational institutions to support planning and development in rural areas, increasing the ability of individuals in rural communities and in agencies to identify problems and proceed to achieve planning and development, improving linkages between providers of knowledge resources in educational institutions and agencies and the users in rural areas for planning and development purposes, improving the quality and effectiveness of general education in rural areas, and more effectively integrating the instructional, research, and extension resources of the Land-Grant University to serve rural regions.

control is exercised over programs, activities, and budget. Procedures are in place, with substantial sub-regional variations, for identifying problems and planning programs to meet them. A set of management procedures are in place which facilitates the functioning of the Partnership and the allocation of resources among the partners.

2. Development of the Partnership in the sub-regions has been uneven. At the present time it appears to be most developed in the Eastern sub-region, least developed in the Western sub-region with the Central sub-region somewhere in between. Each sub-region has had its high points and low points. The current level of development and success in initiating the implementing projects seems to result from such factors as clarity in project development procedures, a balance in emphasis on process and projects, availability of staff and institutional resources, and the presence or absence of restraints and constraints in the functioning of sub-regional committees and staff.

3. High emphasis is now placed on institutional development within each collaborating educational institution and on further strengthening the Partnership as a jointly-owned entity. Efforts currently underway at Eastern Washington University and Washington State University are particularly impressive. Both institutions seem to be ahead of schedule in allocating resources to the Partnership.

4. Collaborative efforts have increased with some notable results. For example, the Cooperative Graduate Planning program involving Washington State University and Eastern Washington University is resulting in the initiation of two complementary master's degree programs in planning, one rural and regionally oriented, the other urgan and regionally oriented. This achievement provides a great resource to the Partnership.

The training of professional planners who understand the rural setting and rural institutions will, over time, help raise the standards of planning and development in rural Washington. References were also made to the Partnership's enabling agencies to do through the Partnership things that they could not do on their own. The review team considers these remarks as highly significant, and to the extent that this occurs, a major achievement in collaboration.

5. Success in helping communities identify problems and initiate projects to solve them has built credibility for the Partnership. This is particularly true in the Eastern and Central sub-regions. Illustrative examples include the Liberty School District which reached a concensus on a school building program; the Almira community which determined priorities among community needs and established follow-up task force groups; the Othello community which formed an overall community development organization and gained voter approval for a Recreation District; the Royal Slope area which formed a development organization which now has a community newspaper established; and Bridgeport, which is moving toward the establishment of a community school. A successfully completed project has become, in some senses, a demonstration of the Partnership's ability to act and to play a significant role in helping local jurisdictions and citizens deal with issues that concern them.

6. The Partnership has had success in locating and linking resources to assist local groups on the problems identified. Illustrative examples include the wide-range set of resources used to assist the Kalispel Indian tribe develop a grant application to the Washington Commission for the Humanities, and the assistance given by the Center for Urban and Regional Planning, Eastern Washington University, to Reardan in preparing a comprehensive plan and a revised zoning ordinance. Within

the sub-regions the prevailing view expressed was that no lack of available knowledge resources had been experienced. At the same time, it is evident that the full range of resources potentially available, particularly at Washington State University and in federal agencies, has not been utilized. This seems to reflect the fact that the problems selected to work on within the sub-regions have been largely local in nature and have not generally required a linkage with resources outside the sub-region. The knowledge needs to date have not been such as to generate the production of new knowledge through research.

7. Numerous references were made to the PRI Forum held annually. The Forum seems to have been a significant mechanism to inform citizens, public officials, and agencies about rural planning and development, to provide an opporutnity for discussion of issues, to acquaint people of Partnership activities, and to strengthen collaboration among Partners. It should be continued and strengthened. The question was raised as to whether the Forum programs had been developed with sufficient involvement of the sub-regions and whether programs could not be developed which would have more appeal to rural people.
8. The Northwest Regional Educational Laboratory has had a unique role among the partners. Functioning as external consultant, it has been an adivser to the policy-making committees and to the PRI administrator. It has had facilitating and brokerage roles. The training it has given in small group process and in organizational development is clearly reflected in the philosophy which underlies much of the procedures followed by PRI staff in their work in the sub-regions.
9. Overall, the Partnership has achieved about what could be expected in the period of time it has operated. It is moving more or less on

schedule. There are, however, some significant issues in program and structure which have emerged. These will be discussed later in the report. Several of the issues identified by the review team correspond with those discussed in the "program analysis" section of the 1977-78 annual report to the Kellogg Foundation.

II. SOME ISSUES IN PROGRAM AND STRUCTURE

Structure and processes are recurring problems in development programs. Some continuing attention needs to be given to PRI structures and processes to assure that they change as the functions and programs change, and that they continue to enhance the sense of ownership and control.

In the scheduled sessions of the review and in the discussions among the reviewers, a number of issues in the work of the Partnership were identified. These are briefly described below.

Program/Project Development

There are a number of issues related to program and project development. These relate to the function of projects, the processes for project development, criteria for selection, number of projects, and significance of the projects. The issues as we see them are:

Function of projects

- There would appear to be two major reasons for having projects: (1) to test alternative ways of responding to community and regional needs, and (2) to establish the Partnership's credibility as a planning and development mechanism. The purpose of PRI, form the standpoint of testing a model for collaborative planning

and development, would not seem to require work on a large number of community problems of varying significance.

Process for Project Development/Selection Criteria - We question whether or not the process of project selection is as explicit as it needs to be to best serve the Partnership, and whether the process is sufficiently documented, with the exception of the Eastern sub-region which did have a set of criteria for selecting projects. It was a little difficult to determine how needs were assessed, priorities determined, and what criteria were used in the final selection of projects. There seemed to be little use of secondary data so far as we could determine.

Number - Significance of Projects - The question of the number and significance of projects is obviously related to their function for PRI. We question whether or not there are too many projects, whether too many of those selected are not too highly localized and too amenable to being dealt with, for the most part, with local resources. Such projects fit well in the context of the usual community development program, have undoubtedly helped PRI establish its credibility, but they do not seem to provide an adequate test of its ability as a collaborative mechanism in planning

and development. Over the next year, some larger, and perhaps more regional projects may be needed.

The Program Associate Role - Some Alternatives

The program associate in the field seems to have taken the major role in relating PRI to the counties, communities, and to the people of each sub-region. This was an appropriate role in establishing the Partnership in the sub-regions and in initiating a project development process. The essential feature of the Partnership, however, is the relationship that has emerged among the Partners and their increased ability and willingness to respond to planning and development issues. In looking to the future, and to how the Partnership might function without Kellogg funds, alternatives might be considered and tested, such as:

1. Continue the program associate role as it has been defined.
2. Changing the program associate role by shifting the outreach function to staff members of Partner agencies who would act for the Partnership. The program associate would provide back-up support and become more active as a linker to Partnership and other resources outside of the sub-region.
3. Changing the program associate role by attempting to handle at least one project in each sub-region through the Partnership and sub-regional committee without the direct involvement of a program associate. Alternative ways of involving the staff members of Partner agencies might be explored. Tests might be made of whether or not staff members could represent the Partnership and their own agency at the same time. The acceptability of such arragnements to the partners would also need to be tested.

Back-up Support, Resource Linkage, Research

A number of questions surfaced about various types of support for the sub-regions. There seems to be little use of the rich and varied resources of Partners serving the entire eleven-county area. At the same time there was some expressed need for such resources. Some confusion continues about what the resources are, and how to get access to them. There is also some confusion over whether or not Eastern Washington University is intended to serve the whole region or only the Eastern sub-region. The Western sub-region is clearly in the service area of Central Washington University. The confusion about resources exists, in part, because most of the projects to date could be handled with resources in a sub-region. As projects grow in size, difficulty, and significance there likely will be greater need for externally-based resources. Efforts to define and build links to these resources need to be strengthened, and the Partners in the sub-regions informed of what the resources are and how access is obtained.

There has been little or no involvement of the research centers and researchers in various departments of WSU. Anticipating the increasingly significant problems the Partnership will work on over the next two years, it would seem that research could play a significant role. Various alternatives for involving research and researchers should be explored and tested. Some of the alternatives which might be considered are listed below with some indications of the purposes they might serve:

To provide resources and enrich on-campus teaching, research, and public service programs at WSU and EWU.

1. Expand intern programs in various fields and departments, such as the MRP interns.
2. Create cross-disciplinary student teams to deal with important issues.

3. Form consultant teams of faculty to help communities and small municipalities to deal, for example, with such problems as roads, water, waste disposal, budgets, and bonding. The teams would be composed of an appropriate mix of disciplines.

4. Clarify by problem areas the resources at EWU and WSU. Make simple, usable lists of resources available to the sub-regions.

To strengthen sub-regional coordinating committees and provide back-up and support needed by program associates in sub-regions.

Clarify the conditions under which back-up by WSU-based PRI staff is available. Explore with the committees and the program associates the kinds of help needed.

To increase availability of the externally-based agencies and resources such as those providing loans, grants, planning assistance, and technical assistance.

Attempt to involve agencies such as the Farmer's Home Administration, the State Office of Community Development, etc. in more significant ways.

The Partnership and the Partners

Creation of the Partnership and the sense of ownership by the Partners is a major achievement. We have made this point repeatedly but it needs reiteration. It would seem to be appropriate at this point-in-time to review the functions and processes of the Partnership in relation to the eight critical

elements identified in the proposal. From a quick, limited, external view, the Partnership at the sub-regional level seems to be a Committee of Partners who direct the activities of program associates and assistants with some support from the Regional Coordinating Committee and the PRI staff based at WSU and EWU. Within the sub-region, the PRI program appears to be substantially dependent on the program associate. Some signficant things have been done with this mode of operation.

In anticipation, however, of a time when there may not be program associates in the field, and when there may not be any Partnership funds as such, what happens to PRI? Or to put the question another way, what will remain after Kellogg, on which the Partners can build and which will maintain PRI? One outcome might be that the collaborative patterns projected in the proposal will have been tested and will have been built into the way the Partners relate to each other. Some possible steps to take are:

1. Continue, with greater commitments of time at all levels of PRI, the analysis of Partnership roles, structure, and processes. Some emphasis should be placed on the eight elements of PRI identified in the proposal.
2. The composition of the Partnership might be examined to see if it includes the appropriate agencies, institutions, and citizens to improve rural planning and development.
3. The roles and functions of the educational institutions should be examined and alternative modes of operation which would build on present achievements identified. These, in turn, should be tested as conditions become appropriate for doing so.

   Particular attention needs to be given to the public service roles of the Community Colleges.

4. Consideration might be given, as a mode of operation, to intensify efforts in one Educational Service District to work through the public schools in the sense of utilizing the Community School concept and using the school as a channel of communication with PRI with respect to community needs.

5. Some additional analysis needs to be made of Extension - PRI relationships. Alternative functions, roles, and structural relationships might be explored which would better serve both the Partnership, Washington State University, and Extension. The climate seems appropriate to make such an exploration.

Explication of the PRI Model

The Partnership now has some two and one-half years' experience. From our perspective it seems that there have been some explicit and some subtle, less explicit, shifts in structures, functions, and roles over time. Such modifications will likely continue. The review team commends the staff and Dr. Don Dillman for the excellent orientation they provided on the development of PRI. We encourage Dr. Dillman to write a case study following the outline of his presentation. It could well be a classic.

The proposal to Kellogg describes and proposes a model. This is an intellectual creation. We would encourage the staff to prepare two formulations in the near future. One would be a description of PRI as it actually exists now in the real world. The other would be an up-dated version of the proposal based on two-plus years' experience. A comparison of these two formulations would likely stimulate and guide the explication of an emerging PRI model. The external review team could contribute to the process by reflecting on the formulations and making a major attempt on their next visit to help clarify the model or models, as the case may be.

III. THE FUTURE

In looking to the future, two questions more or less shaped our thinking. What would likely exist at the expiration date of Kellogg participation some two or more years from now if present and emerging structures, procedures, and roles were continued? What might be there if some modifications were made? These are challenging questions to contemplate. The staff and the Partners have been and are attempting to find some answers and some guidelines for the future. Our struggle with such questions over the week of February 12 - 16 leads us to conclude this report with these observations:

1. A commendable job has been done in getting the concepts off the pages of the proposal and into a functioning reality. This searching process of comparing a model with reality may require more time over the next few months. In this effort the observations and questions raised in the report may be helpful.
2. Increased attention might be given to the institutional development process within the partner agencies and within the Partnership as an entity. An excellent beginning has been made. There is now an appropriate sensitivity to the process. It should be systematically pursued and documented.
3. The Partnership is in a strategic position to contribute to the development of a Continuing Education Center at Washington State University. Some of the elements of the Partnership, if built into the concept of the Center, would give it a distinctive quality and help differentiate it from other such Centers.
4. PRI and the collaborative ideas developed in the proposal might be built into the long-range planning programs of the University. PRI, appropriately developed, could become a mechanism for a total university response to the people and the institutions of the State of Washington.

APPENDIX D

PROGRAM RATIONALE: BASIS FOR THE PRI MODEL

INTRODUCTION

The emergence of population and employment growth in rural regions, coupled with impacts arising from emerging natural resource shortages, are generating major adjustments in social and economic organization. Although a vast array of public and private agencies and institutions have responsibility for providing goods and services to rural people, the delivery mechanisms have been sufficiently piecemeal and uncoordinated that many regions of the country have been unable to realize the social, economic, and environmental potential which might be possible under more ideal circumstances. Citizens are often confused and frustrated with the failure to secure adequate and efficient assistance from the wide range of specialized programs presumably available from community, county, regional, state and federal levels of government (Tweeten and Brinkman, 1976:55).

The Partnership for Rural Improvement (PRI) was initiated in 1976 to design, develop, install and evaluate alternative rural planning and development models for resolving key issues in rural areas while generally improving the range and quality of services available to rural people. The Partnership is funded in part by a four year grant from the W.K. Kellogg Foundation, and in part by collaborating educational institutions and public agencies serving eleven counties of northcentral and northeast Washington.

The Partnership is attempting to strengthen capacity for rural improvement from two levels: (1) within rural communities and regions, where individual citizens, local officials, and members of public agencies are the principal participants; and (2) within agencies and institutions which have specific responsibility for assisting rural people where agency and institutional professionals are the major participants. The program particularly focuses on increasing the ability of educational institutions to provide a broader range of more appropriate kinds of assistance to rural regions.

RATIONALE FOR ALTERNATIVE RURAL DEVELOPMENT MODELS

The altered matrix in which development can occur is an important issue in any revised conception of rural planning and development. The individual and the community have been the traditional focal points for activities intended to stimulate improvement in rural conditions. Farm programs have supported individual or firm efforts to increase income, through (for example) price supports, conservation payments, and loan programs. Development programs have introduced projects that would produce "community" improvement through broadly based citizen problem solving groups, improved organization, or specific activities to alleviate sewer, water, or transportation problems.

These thrusts have tended to be limited in scope; that is, they have focused on the solution of a single problem or a narrow range of problems, (such as increasing farm income). Or, they have focused on single communities or small groups of communities, while failing to take sufficient account of the impacts and over-riding influence of forces imposed from outside the locality. Regional development programs have tended to limit their concerns to physical or economic development issues, without sufficient attention to social and political development, while educational programs have often been ineffective in applying available knowledge to solution of rural problems (Moe, 1975).

Development programs of this order have certainly helped many individuals and communities, but they have not achieved a sufficiently broad conception of social organization, nor taken account of the critical role that complex organizations play in generating or obstructing change. Many communities are caught up in a regional, state or national organizational matrix which positively or negatively influences improvement opportunities to a greater degree than local decisions. Local officials and citizens certainly have some influence on local affairs, but many of the decisions which affect communities

most decisively are made by firms, agencies, or other organizations based outside the local area (Warren, 1972).

Local community institutions have gradually lost many functions which they formerly performed, while specialized public and private agencies have become more efficient in providing these services. Local leadership for solving specialized problems has been partially replaced by highly mobile professional problem-solvers who feel relatively little allegiance or responsibility to any single locality. Moreover, both professionals and local leaders have difficulty perceiving rural problems in a holistic sense and fail to understand how the program for which they work is related to the activities of other individuals, agencies or communities. This suggests a need for new or adapted professional roles to strengthen or create linkages between communities and institutions, while filling a gap in the knowledge application process (Williams, Youmans, and Sorensen, 1975:5-8; Mce and Tamblyn, 1974:13-14).

ALTERNATIVE DEVELOPMENT STRATEGIES

A broad assembly of models have been proposed for resolving the rural improvement dilemma. No attempt will be made here to thoroughly summarize and evaluate the full range of possibilities. Rather, the focus is on those models which are most closely related to the strategy emphasized in the Partnership.

Havelock (1969) developed a research utlization model which has since been tested in a variety of educational settings. It would appear to have potential as part of a systematic rural improvement process. The model emphasizes a problem or "user" orientation; a problem in need of resolution is defined by an individual or group, followed by systematic searching for knowledge and skills to resolve the issue. The Partnership attempts to be heavily "user" oriented.

Rothman extends the Havelock model through a more deliberate scheme for deriving knowledge application from social science research. He assumes a six stage process which begins with the basic knowledge pool and culminates with broad use of the knowledge (Rothman, 1974:536). The rationale for the Rothman model rests on the apparent continued failure to systematically retrieve useful information from the basic research pool to solve problems or realize opportunities. Solutions to problems or realization of opportunities can be experimentally operationalized through field testing, Rothman suggests. Results can be developed into refined and elaborated principles and then widely diffused and broadly used by individuals, groups, and organizations. The model has appeal because it assumes that knowledge can be systematically applied if an adequate process is developed. PRI is attempting to develop such a process, based partially on the Rothman appraoch.

Eberts (1971) and Sismondo (1972, 1973) have developed and tested a model which focuses on community change, but which has implications for broader regional application. The fundamental stimulus to development, they suggest, comes through the appearance of new formal linkages between communities and organizations (Sismondo, 1973:31). Eberts tested the model empirically through analysis of data from a sample of nonmetropolitan cities in New York state, and with a sample of 300 counties of the northeast United States. The essential requirement is that new organizational linkages are generated which lead to increases in equality and income. Increased fluidity and consumer expenditures result and contribute to improved individual well-being and higher quality of life. The model assumes that any development program must begin with policy objectives which lead to changed structural conditions. Again PRI attempts to directly affect policy objectives.

Moe and Tamblyn (1974) discuss requirements for design of rural development systems which include: (1) increased problem solving and knowledge

utilization capacity at the local level; (2) increased problem solving and knowledge utilization in regional, state and federal organizations which serve local areas; (3) strengthening of linkages among the levels so that the two-way exchange can occur; (4) research and development as an on-going process which will continuously enable individual communities and organizations to improve their development capacity; and (5) a revised organizational arrangement that makes increased use of the capabilities of public and private educational and research institutions. The PRI apprach includes each of these requirements.

Moe (1975) further outlines a series of "rural development strategies," categorized into general types:

1. Rational-empirical, which emphasizes the use of knowledge and information as the critical input to effective development effort.
2. Normative-reeducative, which emphasizes the deliberate creation of new methods and rules, while helping people to learn the required changes in values, behavior and roles through direct experience.
3. Cooperative-collaborative, emphasizing the design and inventing of new linking mechanisms and new organizational arrangements which make it possible for agencies or organizations with overlapping goals or functions to work together in goal achievement.
4. Power-coercive, focusing on rearranging the distribution of power and benefits in the process of development, through confrontation, conflict, and formalized efforts to use judicial and legislative decisions as the means for redefining the rules under which society operates.

Moe suggests that none of the general strategies are adequate alone, but rather a set of strategies is needed which fits the prevailing conditions. PRI is integrating and testing these interrelated strategies.

Mulford, Klonglan and others (1975) have developed a training process for creating interorganizational coordination. Their program begins with analysis of the existing organizational arrangement; new organizational decision and action procedures intended to achieve specific impact objectives are then initiated. A ten step strategy begins with problem definition in selected locations, proceeds through identification of key organizations, securing organizational commitment to resolution of the problems, achieving agreement to coordinate organizational activities, securing consensus on the appropriate approach, reallocating resources from the coordinated agencies toward the achievement of the approach, developing an organizational or coordination structure (with three possible options) and finally initiating a set of interorganizational objectives which lead to a specific plan of work. The interorganizational coordination model has been implemented in a variety of circumstances, particularly in the civil defense establishment. The Partnership is attempting application of the model to organizations responsible to rural regions.

Lassey (1977:231) offers a design for local level organizational procedures which experience and research suggests might have wide application in rural regions. The design suggests a scheme for directly linking local planning and development units to knowledge and action systems which take greater advantage of available resources (Figure 1). PRI attempts to incorporate the major features of this design.

Each of the approaches or models discussed above have potential for partially responding to rural development requirements. The PRI strategy draws from each model to institute and test an expanded conception of rural planning and development. A central feature of this strategy is the examination of staff roles which focus on the relationships between units of the knowledge and action systems.

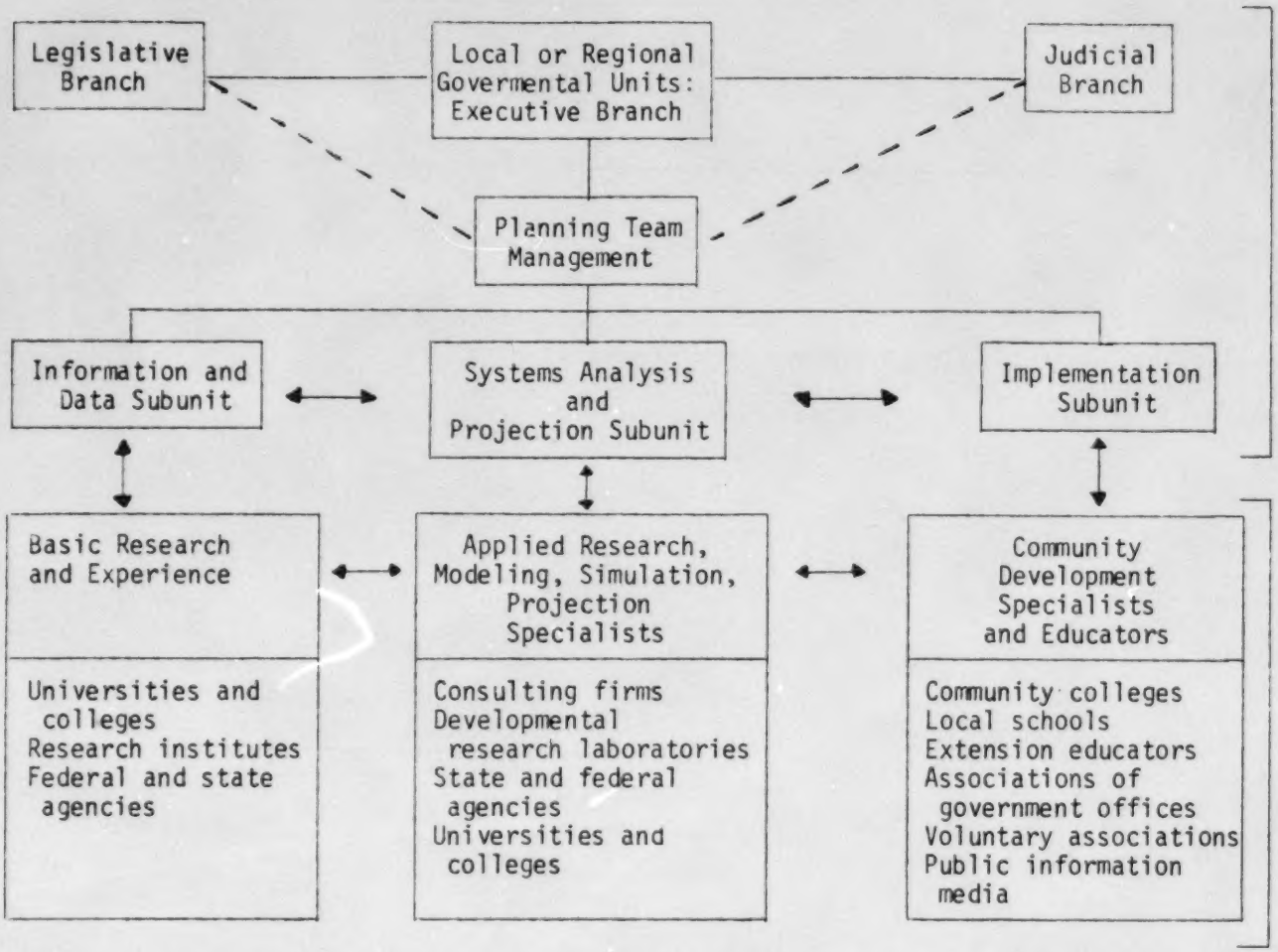

Figure 1. Permanent and temporary systems for planning organization. (From William R. Lassey, Planning in Rural Environments (1977) p. 231.

CRITICAL DIMENSIONS OF PRI PROFESSIONAL ROLES[1]

An adequate mechanism for linking knowledge with action is among the critical problems in undertaking effective rural planning and development. The partnership is attempting to develop such a mechanism by testing the usefulness of a closely linked set of roles to support the system of activities required for effective application of knowledge.

[1]This section draws heavily from a paper by Joseph Luther and Vicki Ann Braglio, entitled "The Partnership for Rural Improvement: Linking Knowledge and Action," presented at the American Institute of Planners National Conference, New Orleans, Louisiana, September, 1978.

Friedman (1973) especially emphasized interpersonal transactions as the basic means of exchange between technical experts and citizens. A process of mutual learning was advocated in which limited perspectives could be overcome and specialized knowledge could be shared. The goal of this transactive planning is the innovative adaptation of social organizations to a constantly shifting environment.

Perhaps one of the most important foundations for the study of interpersonal transactions was the early work of the National Training Laboratories in group dynamics and communications theory and practice. The developments that came from the NTL research in the fifties and sixties included an expanded theory of experiential learning (and a technology for observation and intervention in group processes). The work done by Bradford, Lippitt, and Benne in learning theory was based on their discovery that while individuals occasionally learn from experience, learning is much more predictable when experience is combined with structured feedback. This "do, look, learn" model resulted in the development of a technology of observation and intervention to support the role of group process facilitator. This role developed from a need for a person who could keep the group aware of <u>how</u> it was accomplishing its task as well as attending to maintenance needs particular to a group, such as inclusion and balance of participation.

Havelock's work on planned change (Havelock, 1973) is also a significant contribution to the field. The Havelock research identifies four major roles for a change agent: catalyst, resource linker, solution giver, process helper. All of these roles are elements of standard community and organizational development strategies, but the latter particularly reflects the emphasis on group process skills as tools for professionals who work with groups - community-based or organization related. The community development specialist, much like an organizational consultant, intervenes in a system and analyzes its

structures and procedures. Working with a group of involved citizens or a selected number of management staff demands many of the same skills in group processes.

With the increasing need for professionals to help groups function effectively, the role of group facilitator has become more common. The expertise involved in working with groups involves not only a specific set of skills but a system of underlying values related to human relations. A basic tenet of the facilitator is a belief in shared-decision-making and the value of individual input. People who are affected by decisons should have an opportunity to influence those decisions (Druian, 1976). Friedman refers to this in a discussion of the public interest and citizen participation: "A sharing in process implies having (or obtaining) equal access to the resources of the environment; a sharing in substance implies that such shares be dealt out fairly. Both are essential to the idea of the good society" (Friedman, 1973).

Gordon Lippit (1973) has identified a series of roles for client and consultant that can be adapted to the role of planner-developer using facilitator skills. Although this list is not exhaustive, it can serve as an initial conceptual framework:

Advocate The planner-facilitator can always advocate the use of good process skills and shared decision-making.

Expert The planner-facilitator can provide expert technical assistance while still allowing members the responsibility for decisions. The planner-facilitator would serve in a staff function to the group.

Trainer The planner-facilitator should be capable of transferring knowledge and skills that would enable the group to effectively participate in the planning process. This might involve work with a citizen task force, commissioners or advocates for special interest groups.

Alternative Identifier The planner-facilitator should have the ability to formulate alternative proposals which are both technically feasible and viable in the context of community values. The planner-facilitator should be able to constructively involve citizens in the refinement and redefinition of alternatives.

Collaborator The planner-facilitator should join the problem-solving group as a participant rather than as a leader. Special knowledge should be shared through dialogue rather than diatribe. The planner-facilitator plans with the group, not for it.

Process Helper The planner-facilitator can serve as process observer and intervene to help the group be aware of ways it can function more efficiently.

Resource Linker The planner-facilitator should be an information broker. Not only should the planner-facilitator serve as a link to resources for the group but may also serve a translator function between high technical knowledge and group application.

Catalyst The planner-facilitator needs to import vision to a group in order to stimulate the members to action. As a catalyst to a group, the planner-facilitator can help a group realize the potential represented in member's interest, skills and knowledge. The planner-facilitator should be able to identify such skills and knowledge. The planner-facilitator should be able to identify such skills and knowledge in group members and suggest ways to apply them to the planning process.

As the Lippit framework indicates, there is a direct relationship in the role of the facilitator and the client's participation. For the planner-facilitator, this represents a wide spectrum for potential citizen participation. While these roles overlap, it is the planner-facilitator's ability to diagnose the needs of the group that determines the appropriate role and its relationship to client participation in a given task. The awareness of the flexibility of

roles is an important dimension in the facilitative appraoch to working with groups.

The PRI consortium of educational institutions, governmental agencies and citizens is located precisely at the interface of knowledge and action. Each of the "partners" in PRI represents specialized knowledge and unique perspectives. Action in rural regions is implemented by the sharing of this knowledge through a process of mutual learning.

Knowledge of rural planning and development in this region exists at three levels: planner-educators, planner-development specialists and local planning-development practitioners. The "planner-educator" in residence at the institutions of higher education is at the highest level of advanced academic preparation. Eastern Washington University's Department of Urban and Regional Planning serves as a focal point for this role, and offers graduate and undergraduate degrees in planning. Washington State University serves as a second focus and offers a graduate degree emphasizing rural and regional planning. The Washington State University Cooperative Extension Service offers staff expertise in rural planning, sociology, economics, and growth management. The introduction of planning and development process facilitation skills into this educational consortium has resulted in mutual learning among those planner-educators who have the task of sharing their specialized knowledge with planner-development specialists and local planner-development practitioners.

The planner-educators are working in the rural counties and communities to assist the local officials and staffs in dealing with the emerging problems of rural planning and development. Elected and appointed officials, as well as staffs, share knowledge with the planner-educators. The learning process is encouraged by planner-facilitator specialists, skilled in group process,

and located at the second or middle level of the knowledge-action linkage mechanism. Learning experiences occur in workshops, short-courses, and individualized discussion sessions. These are enhanced through the use of educational materials such as handbooks, films, slides, and workbooks for study.

The "planner-educators" do not serve a consulting role in the rural areas by doing the planning activities for the officials and staff. Rather they work with the county commissioners, planning commissions, and planning staffs so that knowledge is shared. On one hand, the rural community receives knowledge from the educational institutions. On the other hand, the educational institutions gain insight and knowledge from the rural communities. The field experience is carried back into the classroom where it is shared with the emerging professional planners and students training for planning-development related roles. Concurrently, students from the educational institutions are provided rural experience via field projects and internships. These provide a service to rural areas lacking resources for extensive studies and enhances the mutural learning process.

Local citizens, planners, agency professionals, and public officials are also afforded the opportunity of acquiring process facilitation skills. The mutual learning process therefore enhances the capacity of local citizens, related professionals and representatives of agencies and interest groups.

These "user-clients" of the planning and development process represent the critical focus in the mutual learning dialogue.

To achieve a socially viable planning and development process, local people must perceive the activity as "theirs" and the process as involving them. The planner-facilitator specialist in the rural areas seeks to engage these individuals in activities through which perspectives may be shared, mutual learning may occur, conflict may be resolved, and congruence of rural

planning and development goals, objectives and processes may be realized. The planner-facilitator is a contributor and a participant in these dialogues, providing the benefits of special knowledge while seeking knowledge from citizens of communities.

The task becomes one of planning and working with the community, not for it. The notion of expert-client relationships is dispelled and the sense of community is enhanced. Planning and development become a social process as knowledge and action are linked via the three role levels.

The Strategy: An Example

The basic strategy being employed in collaborating rural communities combines community contact, awareness and trust-building efforts by the planner-facilitator specialist, the development of educational and management materials by the planner-educator, and a task force of local staff and citizen planner-practitioners.

The planner-educators from Washington State University (including the Cooperative Extension Service) and Eastern Washington University are helping produce (among other activities) a growth assessment handbook which will provide county officials and staff with the means to anticipate the social, economic and environmental costs and benefits of change. The handbook will combine some basic general principles with practical worksheets and lists of informational resources, all arranged in topical sections.

A second phase of the strategy is to provide training (for example) in use of the handbook. The target group for this learning experience will include appointed and elected officials as well as staff and influential community leaders including school board members, county agents, Rural Development Committee members and representatives of agencies and interest groups. The explicit goals of this training are to familiarize the participants

with the handbook, present technical knowledge in an understandable manner, link the participants with appropriate resources, and help the participants to become more aware of the issues and problems of rural growth management.

Implicit goals include a sharing of knowledge regarding rural counties. Mutual learning will permit a "calibration" of the handbook and an awareness of the need for growth management as a function of good community planning and development practice, which will form the basis for a later process in which management techniques to deal with growth will be shared.

The learning experience will also be an opportunity to involve the local planning staff as a co-facilitator and to model facilitator behaviors in a positive setting. This training also presents another concrete example of linking knowledge with action by developing skills at the local level.

The last phase of the strategy is the gradual withdrawal of the PRI staff roles allowing the local community increasing independence in tasks for which they now have the knowledge and skills to undertake. Technical assistance will remain available but staff will encourage and support local self-sufficiency.

The Prospect

The Partnership for Rural Improvement is actively engaged in a process of applying theory about needed knowledge-action linking in rural counties and communities of Washington State. This new, emerging approach to rural planning and development practice suggests important implications for education of rural planning and development professional. It is an interactive model for mutual learning at three roles levels, involving institutions of higher education, local officials and staff, and local citizens. Learning is shared in a social process among the three role levels and flows from one to the other in a constant dialogue. Development of these roles should serve to enhance the

prospect of more effective rural planning and development as well as more viable and responsible rural communities.

The implication of this new emerging approach to planning and development is exemplified by changes which have been instituted at the Department of Urban and Regional Planning at Eastern Washington University. Research and field testing of the planner-facilitator role by the planning faculty at this institution has resulted in a major shift in curriculum and staffing. Growing out of the work of PRI Program Associates Luther, Braglio, Goetter and Pace has been the initiation of new coursework in Community Development. Eastern now offers graduate and undergraduate coursework in Community Development as well as a series of short courses throughout the year. A Community Development option is offered in Public Administration and Planning. The faculty is engaged in research which will hopefully redefine and redirect planning education, philosophy and practice along the lines of this planner-facilitator concept. The commitment of the department to this concept is illustrated by its recent decision to hire a community development specialist as an Associate Professor of Urban and Regional Planning. The department is seeking to establish leadership in this new application of transactive planning.

CONCLUSION

The Partnership for Rural Improvement has relied heavily on the models developed earlier to deliver knowledge and expertise on planning and development to rural regions. PRI is a linkage model which attempts to relate research and development emphasis on regional issues with the focus on the social interactions of opinion leaders and power structures. In turn, these elements of knowledge and action systems are linked with a concern for the needs of users of public services.

This statement of program rationale has attempted to demonstrate the solid base on which the PRI model is built. PRI is rooted firmly in social

science knowledge and is an attempt to extend that knowledge into additional areas of inquiry.

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